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ABSTRACT

This document consists of the four 2002 issues of a newsletter disseminating information on the Society for Research in Child Development (SRCD) and providing a forum for important news, research, and information concerning advancement in child growth and development research. Each issue of the newsletter includes announcements and notices of conferences, workshops, position openings, fellowship, and member obituaries. The January issue includes the following articles: (1) "Pioneering in Science and Application," on the history of the Institute of Child Development at the University of Minnesota, and (2) "New Focus on Research on Children's Health and Development." The April issue summarizes survey findings regarding site selection for SRCD's biennial meetings, and features the following articles: (1) "20 Studies that Revolutionized Child Psychology," and (2) "The Millenium Fellows Program: Helping to Build Tomorrow's Scholars." The July issue includes: (1) "The Brain-Behavior Connection," and (2) "Supervising Students' Use of the Web." The October issue features the following articles: (1) Bringing the Research and Head Start Communities Together," and (2) "The National Child Care Study." (HTH)

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Society for Research in Child Development Newsletter, 2002.

Pamela Trotman Reid, Editor
Thelma Tucker, Managing Editor

Society for Research in Child Development
University of Michigan

Vol. 45, No. 1-4
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SRCD DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 45, Number 1 January 2002

Notes from the Executive Officer...

Maintaining our Focus and Advocacy for Work with Children

The tragic events of September 11 have affected all of us. Some of the consequences are obvious and others less so. Attendance at most professional meetings has been 30-40% below expectations this fall. There is little doubt that resources we depend upon for our research, training, and other professional activities will be impacted as well. It is, indeed, sobering how quickly the political and financial climate has changed along with the concerns and fears engendered by the aftermath of the national tragedy.

My own travel this fall has been affected minimally, with only one meeting being cancelled. The highlight was my invited participation in the Seventeenth Annual Rosalynn Carter Symposium on Mental Health Policy held November 6-7, 2001 at the Carter Center in Atlanta, GA.

Listening to talks, participating in work groups, and having informal exchange with professionals from many different disciplines and approaches was both enlightening and uplifting. The experience helped to put matters in perspective, given the events in the U.S. and the world. It is critical that those of us committed to research and application for children and families maintain our focus and advocate for the continuation and improvement of resources needed for our work to advance.

The Carter Center is an impressive facility. Located on many acres of wooded lands just

(cont. on p. 9)

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Focus on...

Pioneering in Science and Application

Willard W. Hartup, Ann Johnson, and Richard A. Weinberg
Institute of Child Development
University of Minnesota

Following are excerpts from a history of the Institute of Child Development, University of Minnesota, written in observance of its 75th anniversary, published as an anniversary booklet by the Institute, and abridged in the 32nd volume of the *Minnesota Symposia on Child Psychology* (Lawrence Erlbaum Associates).

As Alice Smuts observes

> ...the 1920s, the decade of the flapper and the bootlegger, was also the decade of the child, a unique period when trends in science and society converged to bring about the unanticipated founding of the scientific study of children.

(cont. on p. 5)

Measuring physical growth circa 1928 (Richard E. Scammon and assistant).

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Policy & Dissemination Committee Report

Connie Flanagan, *Penn State University*, & Ellen Pinderhughes, *Vanderbilt University*, Committee Co-Chairs

The mission of SRCD's Policy and Dissemination Committee is to monitor science and social policy relevant to child development and to disseminate scientific information for use in program development, social policy, and by the public at large. The committee works on both goals in collaboration with Lauren Fasig and Meredith Bosler in the SRCD Office for Policy and Communications in Washington, D.C. With them it also oversees the SRCD Congressional and Executive Branch Fellows Program. The committee achieves the latter goal of dissemination by working closely with Lonnie Sherrod and Jeanne Brooks-Gunn, the editors of the SRCD *Social Policy Report*, and by assisting the Washington office in disseminating information to the media at the biennial meetings.

Now in its twenty-fifth year, the committee historically has been concerned about issues of equity, and two of its recent initiatives reflect that concern. For the 2001 biennial meeting, we collaborated with SRCD's Committee on Ethnic and Minority Affairs to present two symposia which took an international perspective on "Children's Rights and Children's Realities" and drew attention to children and families who have been marginalized by global economic change. Plans for the next biennial meeting are likely to focus on research that addresses racial and ethnic gaps in children's education and academic achievement within the United States, as well as implications for application and policy.

The Committee has a very active Student Policy Network, currently chaired by Stephanie Jones, and continues its commitment to nurturing new generations of scholars who are interested in the application of scientific research to issues of child policy. The committee also is taking preliminary steps to work with other organizations that are dedicated to bringing scientific information to bear on child and family policy. The success of the committee's efforts cannot be measured in any one year but are cumulative and due to the vision and hard work of members who precede us.

Remembering Our Memoir Editor, Alberta Siegel

We were preparing to announce the resignation of our devoted memoirs editor, Professor Emerita Alberta Siegel, for health reasons, when we learned that she died. While we plan to publish a memoir for her to recognize her contributions as a researcher, the editor feels that a special acknowledgement is due for her years of attention to the memoirs for the SRCD newsletters. The task of the memoir editor requires special talents and vast experience. Alberta seemed to know *everyone* who was important to child development. Even more impressive was the fact that she knew their students, spouses, and, most important, who could best be tapped to write a tribute to their lives. She recruited these authors; gently nudged and nagged them until a product emerged; and then carefully (and relentlessly) helped to shape the memoir into an acceptable form.

Alberta with granddaughter Sydney, last year.

We are indebted to her dedicated efforts, which now sadly cannot be repaid. We enjoyed being among those who received her thoughtful suggestions, charming letters, and in recent years, her emails detailing the joys and frustrations of grandmother status. We join with her family, friends, and the many readers of *DEVELOPMENTS* who will miss her.

Developments' Submission Guidelines

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" 10-pt font in Word or WordPerfect. A photo of the author or topic or both to accompany the article would be greatly appreciated.

Photographs: 300 DPI, grayscale, "tif" files only.
If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you.

Ads: Contact Thelma Tucker (tetucker@umich.edu; 734-998-6578) for information and an order form.

New Focus on Research on Children's Health and Development

In 2000, Congress passed and the President signed two pieces of legislation that included language for new research efforts addressing children's health and development. The first legislation, the Consolidated Appropriations Act of 2001 (PL 106-554), included a request to the National Academy of Sciences (NAS) to conduct an evaluation on children's health. Congress specified that the evaluation should "assess the adequacy of current methods for assessing risks to children, identify scientific uncertainties associated with these methods, and develop a prioritized research agenda to reduce such uncertainties and improve risk assessment for children's health and safety." In response to this Congressional request, the Board on Children, Youth, and Families of the National Research Council and Institute of Medicine, part of the NAS, has formed the Committee on Evaluation of Children's Health: Measures of Risks, Protective, and Promotional Factors for Assessing Children's Health in the Community. This Committee is charged with carrying out the evaluation described in the language of PL 106-554.

During the summer, SRCD was asked to provide input regarding the issues the committee might address in examining a range of risks to the health, safety, and well-being of children and adolescents, including those risks stemming from physical, biological, social, and environmental influences. In late November, the Committee held its first meeting to develop the study goals and scope, the key issues and themes to be addressed, and the timeline for the study. SRCD was asked to provide additional comments during this meeting to address the context, scope, and methodology of the study. The Committee also heard from the American Psychological Association, the Children's Environmental Health Network, the Public Health Policy Advisory Board, and the Chemistry Council. Representatives from the National Institute of Child Health and Human Development (NICHD), the Maternal and Child Health Bureau, the Environmental Protection Agency (EPA), and the Centers for Disease Control and Prevention (CDC) provided information about other efforts within the Federal government to examine children's health. The Committee will continue with its work and it scheduled to make a final report on the evaluation in the fall of 2003. The Office for Policy and Communications (OPC) will continue to follow the activities of the Committee and will provide updates in our monthly on-line newsletter, the Washington Update.

The second piece of legislation passed is the Children's Health Act of 2000, PL 106-310. The Act authorized NICHD to conduct a national longitudinal study of environmental influences (including physical, chemical, biological, and psychosocial) on children's health and development. The Director of NICHD was directed to establish a consortium of representatives from appropriate Federal agencies (including the CDC and EPA) to develop a prospective cohort study, from birth to adulthood, to evaluate the effects of both chronic and intermittent exposures on child health and human development. Additionally, the study is mandated to investigate basic mechanisms of developmental disorders and environmental factors, both risk and protective, that influence health and developmental processes.

The project, originally titled the 'Longitudinal Cohort Study of Environmental Effects on Child Health and Development," has undergone numerous name changes, and has most recently been renamed the National Children's Study (NCS). The goal of the NCS is to enroll 100,000 women during pregnancy and to follow the families until the child is age 21. The development of methods and pilot studies is to take place from 2000 until 2003. In the fall of 2003 initial sites will be selected and

Lauren Fasig

the core study design will be developed. Piloting of the full study will begin in early 2004, and the full study is scheduled to begin in the fall of 2004. The NCS will enroll additional sites in 2005. The current plan will allow analyses of the date to be complete in 2030.

In December, 2000, the Interagency Coordinating Committee conducting the NCS study design held the first consultation with the public in order to receive input to the study. Additional consultations have been held, and 24 workgroups and a Study Assembly have been formed to develop the study. Each workgroup is focused on an individual aspect of the study, including study design, community outreach and communications, ethics, gene-environment interactions, and health disparities and environmental justice. The OPC worked closely with NICHD to institute the Development and Behavior Workgroup. The Study Assembly is made up of more than 300 interested organizations and individuals with relevant expertise. The Assembly attends consultations to provide input to the design process. As a member of the Assembly, the OPC has attended each consultation, including the most recent one in October. At this meeting, each workgroup met to establish a framework and to begin to generate hypotheses for the study. Suggestions of hypotheses are due from each

(cont. on p. 12)

It's an Honor!

Surgeon General Honored by Internationally Known Children's Center for Work with Children

Boston - Dr. David Satcher, U.S. Surgeon General, was honored recently by the Boston-based Judge Baker Children's Center, an affiliate of Harvard Medical School and a long-time leader in providing services to at-risk children and their families.

Judge Baker President Stuart T. Hauser, M.D., Ph.D, cited Dr. Satcher's national adolescent suicide prevention campaign, his work to identify and treat the roots of youth violence, and his landmark efforts to de-stigmatize diagnosis and treatment of mental illness in naming Satcher the recipient of the 2001 Camille O. Cosby World of Children Awards.

"Dr. Satcher's success in implementing an effective governmental response to the developmental problems that face children today is what earned him this award," said Hauser.

Dr. Satcher said his office is dedicated to improving the physical and mental health of children, making the Camille O. Cosby World of Children Award especially significant for him.

"The type of start in life that a child experiences, plays a major role in determining that child's future," said Satcher. "I'm honored to receive the Camille O. Cosby World of Children Award, especially in light of all the important work done on behalf of children by the Judge Baker Children's Center."

Peggy Charren founder of Action for Children's Television and Barry Tatelman, President and Eliot Tatelman, CEO of Jordan's Furniture were the other 2001 honorees. This year's honorees follow the tradition of past recipients as individuals who have dedicated a significant portion of their lives to improving the lives of children.

The World of Children Award of the Judge Baker Children's Center, was established in 1988 and named in honor of Dr. Camille O. Cosby. Dr. Cosby has been a generous supporter of the Center's work in the fields of children's mental health and has been

personally involved in many aspects of the award. The award honors the accomplishments of institutions and individuals who have dedicated themselves to improving the lives of children.

The award is intended to be the "Nobel Prize" of recognition for outstanding lifetime achievement in working with disadvantaged children in the United States and throughout the world. In 1988 the George Macomber Family made a very generous gift to establish the World of Children Awards Endowment Fund that perpetuates the award. There have been 25 previous recipients of this prestigious award including M. L. Carr, who is also serving as Host of this year's dinner, Rosalyn Smith Carter, Marian Wright Edelman and The Children's Defense Fund, Tipper Gore, Coretta Scott King, C. Everett Koop, M.D., and Julius Richmond, M. D.

Judge Baker Children's Center, the second oldest child mental health organization in the country was named in honor of Boston Juvenile Court's first judge, Harvey Humphrey Baker. The Center was founded in 1917, in an attempt to understand and help, rather than punish, what were then referred to as "delinquent" or "wayward" children.

Almost a century later, Judge Baker Children's Center is internationally recognized as a leader in the healthy development of children through research, training, education, services and programs for at-risk children, their families and the community at-large. The Center continues to work with this vulnerable group of children-those who may have suffered from severe abuse, lost a parent at a young age, have serious mental health problems or experience learning difficulties.

Today, Judge Baker Children's Center remains an independent, non-profit organization, dedicated to pursuing an understanding of children in order to help them succeed in their lives.

Conference Announcement

Conference on Human Development

Charlotte, North Carolina
April 5-7, 2002

http://www.uncg.edu/~regutten/CHD2002

Guest Speakers: Bennett Bertenthal, Carol Dweck, Jacquelynne Eccles, Wolfgang Schneider

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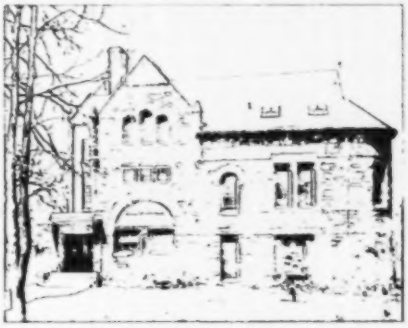
Focus on... (cont. from p. 1)

Indeed, the founding of the Institute of Child Development at the University of Minnesota was an outgrowth of the movement that drew its energy from a broad surge of interest within the United States in social betterment that might be achieved through improved understanding of children and families.



The Institute of Child Welfare circa 1926.

Establishing the Unit

The unit's forerunners included the Iowa Child Welfare Research Station, founded in 1917, and the Laura Spelman Rockefeller Memorial (LSRM), founded in 1918. Lawrence K. Frank, an economist, became administrator of programs for children and parents at the LSRM, and he felt strongly that something needed to be done to improve the upbringing of children during their early years.

By 1923, the LSRM began to fund the Station at Iowa and, in 1924, granted monies to Teachers College, Columbia University, to found an institute there. Meanwhile, Frank began conversations with Lotus D. Coffman, President of the University of Minnesota and a former college classmate, about the possibility of a child welfare center at Minnesota, one that would be a "friendly rival" to Iowa and would be structured similarly to it.

Some faculty members believed such a center would be a waste of money when funds were badly needed in other, better-established research fields. President Coffman managed to create acceptance for an institute by organizing a study committee but, then, an effort by the College of Education to co-opt the proposed center was made. Lawrence Frank intervened, insisting that the center be semi-independent or autonomous.

A grant application to support an Institute of Child Welfare at the university was submitted in January, 1925. Funds were requested for a nursery school, an infant home (never established), an extension worker, and research equipment. On February 21, 1925, Frank wrote to Coffman saying, "The plan for education of parents is not sufficiently developed...." A hasty revision was submitted on March 10, 1925 including several pages of projects that became the basis for parent education in the Institute over the next 35 years. In a letter dated April 9, 1925, the LSRM said it would appropriate $245,000 over five years to establish the Institute of Child Welfare. One month later, John Anderson, a student of Robert Yerkes, was recruited from Yale where he was studying the effects of diet on learning in rats.

Florence L. Goodenough

Beginnings

By the summer of 1926, Anderson could submit an impressive report to the LSRM. The six-member professorial faculty (all women except for Anderson) hit the ground running: Florence Goodenough and her students began more than 20 projects during the first year, and the faculty budgeted in other departments conducted dozens of studies. Within the next few years, five best-selling books appeared including the *Modern Baby Book* (Anderson and Goodenough) as well as *Child Care and Training* (Faegre and Anderson).

Clouds appeared on the horizon almost immediately: The LSRM changed course in 1928, deciding to put most of its resources directly into research. The budget of the Institute was then renegotiated in order to assure funding for ten more years at an initially increased rate, but then decreasing to zero.

Funds were also supplied by the LSRM during the late 1920s to Minnesota and three other universities (Iowa, Columbia, and Yale) to purchase stock in the fledgling *Parents' Magazine*. The universities were never comfortable with this arrangement given the entrepreneurial independence of George Hecht, the publisher. Bad press in academe and a lawsuit filed by Hecht against the Parent-Teacher Association finally generated enough bad blood to instigate an offer from the publisher to buy out the universities. The universities, in turn, used the funds for child development activities. At Minnesota, an endowment called "The Parents' Institute Fund" was created that later supplied half the money needed to construct an addition to the Child Development Building and that continues to supply a small income.

Crisis and Uncertainty

Crisis was never very far away during the early years. The Great Depression caused consternation with academic budgets, and it was clear that the university could not be relied upon to take up the funding burden once the LSRM funds were exhausted. President

(cont. on p. 8)

MEMOIRS

Franz Emanuel Weinert
1930 – 2001

Franz Emanuel Weinert, one of the Germany's most influential scholars in developmental and educational research, died on March, 7, 2001 at the age of 70.

Unlike most contemporary academic researchers in the field of education, Weinert began his career in 1950 as a dedicated high school teacher in Bavaria. Besides his unusually fast promotion to teacher trainer and school principal, he studied psychology at the University of Erlangen where he earned his Ph.D. in 1957. In 1959 he took his first academic position. Being a full professor since 1967, he soon became director of the Institute of Psychology at the University of Heidelberg. In 1981, he was a founding member of the Max Planck Institute for Psychological Research in Munich, which soon became the leading center for empirical psychological research in Germany. From 1980 to 1986, he served as Vice president of the national research foundation (DFG), the central organization for public research funding in Germany. He was on the editorial boards of several international journals (*British Journal of Developmental Psychology*, *International Journal of Educational Research*, and *Social Psychology of Education*, to name a few). His chapters in the second edition of the *International Encyclopedia of Education* on cognitive development, individual difference, and learning soon became – and still are – standard references. Franz Emanuel Weinert was elected member of the International academy of Education, the Royal Norwegian Society of Sciences and Letters and the National Academy of Education in the United States. The University of Würzburg and the Free University of Berlin awarded him honorary doctorates. With a contagious passion for the research-based improvement of teaching, he went on to influence more than two generations of young researchers in development and education. He never stopped being interested and supportive of the research and careers of his former students. His extraordinary memory for people and events was legendary.

Relying on the persuasive power of the better empirical argument, in combination with his balanced way of arguing, Weinert was a valuable and successful consultant to the administration and government. He served on a remarkable list of influential committees at the federal and state levels in Germany, covering educational and developmental topics that range from reforming elementary education and fellowship programs for graduate students to restructuring adult education and fostering research on aging.

Being a dyed-in-the-wool developmentalist, Weinert published influential contributions in literally every major research area in Developmental and Educational Psychology. In his major work, he analyzed cognitive development from infancy to late childhood, attending to the impact of structured learning environments on these processes. This perspective lends itself to a line of research that simultaneously looks at developmental processes and instructional settings. He and his colleagues used this paradigm in one of his major research projects, the Munich longitudinal study, to show for various domains that the developmental processes from preschool to middle school are characterized by stability and continuity—but at the same time significantly moderated by the quality of the instruction. Major findings of this study were published in English in one the last monographs Franz Weinert edited (Weinert, F. E & Schneider, W., 1999, *Individual development from 3 to 12*. New York: Cambridge University Press).

The rise of empirical educational research in Germany is strongly associated with Franz Weinert's name. Many colleagues came to appreciate and admire his ability to communicate psychological theory and empirical findings in a simple but precise way to the public and in particular to teachers – a skeptical and sensitive audience not only in Germany.

After the recovery from a stroke some years ago, his constitution was less robust than it used to be. But it would not be Franz Weinert if this and his formal retirement three years ago had stopped him from working as hard as ever. To learn about his death was a shock to all colleagues who recently witnessed his active presence at several national and international conferences.

Franz Emanuel Weinert is survived by his wife of 45 years, two daughters and one grandchild.

Kai Schnabel
University of Michigan

ATTENTION
Student and Postdoc Members!

We provide a regular "Student Speaks" column. Although the Editor will solicit some columns, student members may also submit brief columns for consideration. This is not intended as a venue for research, but to provide an outlet for members' issues and ideas. Submissions should be of general interest, limited to 500 words or less, and submitted via email or attachment to pamreid@umich.edu. Please be aware that space is limited and that all submissions cannot be printed.

More Opportunities

Fellowship Opportunity

Family Research Laboratory
University of New Hampshire, Durham

FELLOWSHIPS AVAILABLE: The University of New Hampshire Family Research Laboratory (FRL) has fellowships for research on family violence available beginning immediately. Applicants interested in starting dates beyond June 2002 may apply pending funding from sponsor. These NIMH-funded positions are open to new and experienced researchers with doctorates in the fields of psychology, sociology, social work, law, nursing, public health and medicine. The fellowships are intended for work in the area of child abuse, marital violence, elder abuse, sexual abuse, child victimization, rape, homicide and other family-violence related topics with special attention to mental health impact. Scholars use the one-year fellowships (with possible one-year extension) to collaborate with FRL faculty on a current project, to work on one of the many data sets archived at the FRL or, in the case of senior candidates, to work on their own projects.

Fellows must be able to reside within commuting distance to UNH (one and a half hours from Boston). Annual stipends run from $28260 to $44412 depending upon the number of years since receipt of doctorate. Applications from scholars with backgrounds in developmental or cognitive psychology, or interests in family violence in minority families, or families of persons with disabilities are particularly encouraged. Applications (FRL application form required from website (www.unh.edu/frl) letter of interest, curriculum vitae, three letters of recommendation and publications or work sample) will be accepted beginning immediately. For more information, contact David Finkelhor, Co-Director, Family Research Laboratory, (603) 862-1888; email: david.finkelhor@unh.edu. Complete applications should be sent to Program Administrator, Family Research Lab, Univ. of N.H., 126 Horton SSC, Durham, NH 03824. UNH is committed to excellence through the diversity of its staff and encourages women and minorities to apply.

Fellowship Opportunity

Center for Developmental Science
University of North Carolina at Chapel Hill

INTERDISCIPLINARY POSTDOCTORAL RESEARCH FELLOWSHIPS: The Carolina Consortium on Human Development of the Center for Developmental Science announces NRSA fellowships beginning in the 2002-2003 academic year. The goal of the Fellowship Program is to provide advanced interdisciplinary training in human development that focuses on the longitudinal study of persons and families in changing contexts. The Carolina Consortium is a NICHD-sponsored interdisciplinary training program with faculty whose primary appointments span across departments or schools in the social, behavioral, and health sciences from six neighboring universities (University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, Duke University, North Carolina Central University, North Carolina State University, and Meredith College), as well as other collaborating research universities in the United States.

THE DEADLINE FOR RECEIPT OF APPLICATIONS IS FEBRUARY 15, 2002. Candidates should have completed a terminal degree in their field (Ph.D., M.D., Ed.D., Dr.P.H.) by the time of their appointment. Additional information on the fellowship program and application materials can be found on the CDS website at www.cds.unc.edu.

Contact: Thomas Farmer, Ph.D., Associate Director, Center for Developmental Science, University of North Carolina at Chapel Hill, 100 East Franklin Street, Suite 200, CB# 8115, Chapel Hill, NC 27599-8115. Tel: (919) 962-0333; CDS email: devsci@email.unc.edu.

Focus on... (cont. from p. 5)

Nursery School circa 1934.

Coffman asked whether the psychologists on the staff could be supported by the College of Education. The dean's answer: "...I see no immediate possibility." Two sources were then used to restore the lost foundation monies: Fees for nursery school and parent education services (the former begun in 1925, the latter in 1926) were increased. A special appropriation of $30,000 was requested from the State Legislature; $5,000 was approved for 1935-36.

Faculty development ceased: The professorial faculty in 1939-40 consisted of five of the six individuals who were in place a decade earlier, the sixth (Esther McGinnis) having left in 1937 without being replaced. The Second World War then broke out. Promising new instructors such as Dale Harris and William Martin left for the armed forces, although Harris was finally appointed as an assistant professor in 1943-44. The effects of the Great Depression and World War II are starkly evident in the budget book: Income sank to an all-time low in 1940-41 ($41,615) and, owing to the shrunken size of the staff, the publication rate fell to barely half of what it had been a decade earlier.

Oral histories suggest that these were not the happiest years at the Institute although training, research, and parent education activities continued. State funds, however, began to flow into the Institute once the war ended. By 1949-50, the budget had more than doubled. John Anderson resigned in 1954 and Dale Harris succeeded him as Director. At the same time, the university administration asked that the Institute affiliate itself with one of the university's colleges rather than continue its semi-autonomous state in the Office of Academic Administration. Although this issue might seem innocuous, it was not. It took two years of wrangling to agree that the unit would be attached to the College of Education "for purposes of administration." The rancor surrounding this administrative shift contributed to early burn-out for Dale Harris but, before his departure in 1959, the name of the unit was changed to the Institute of Child Development and Welfare, and a training grant application was submitted to the National Institute of Mental Health (now one of the agency's oldest grants). Somehow, the Institute had survived the transition between the time when social science funding was underwritten mostly by the great foundations and the time when the Federal Government began to take over this responsibility.

Renaissance

Harold Stevenson became the third Director in 1959-60. Morale was at a low ebb. Stevenson says:

> ...John Anderson called to say they wanted me to be a consultant about what they should do with the Institute... So I went and it was an unbelievable situation because they had something like 13 or 14, 15, I think it was, tenurable positions of which only two had tenured people in them and 13 had people who...might have been tenurable but most of them were not. (Stevenson, SRCD Oral History, 1993).

Within four years, the parent education program was closed, all but two faculty members had resigned, and recruitment was begun of staff representing the new "experimental child psychology" as well as the new look in clinical child psychology. The unit's name was changed officially to the Institute of Child Development in 1963. The dozen years that Stevenson directed the Institute were devoted mainly to staff development and improved research funding, although important innovations were also made in both the graduate and undergraduate programs.

Both continuity and discontinuity in the unit have been evident since: Six individuals, originally appointed during Stevenson's term, remain on the faculty during the tenure of Ann Masten, the seventh and current Director. Most important, the vitality and productivity of the Institute remain undiminished. To be sure, the research agenda has changed many times during the last three-quarters of a century. But the unit has stayed the course – a tribute to the devotion and wisdom of its founders.

[Citations are omitted in these excerpts but may be found in the publications mentioned earlier. Copies of the anniversary book may be obtained by writing to Professor Ann S. Masten, Institute of Child Development, University of Minnesota, 51 E. River Road, Minneapolis, MN 55455 (USA).]

NOTES FROM THE EXEUTIVE OFFICER (CONT.)

Notes from... (cont. from p. 1)

minutes from downtown Atlanta, it contains the Carter Presidential Library and Museum. However, it is very much a working facility as well, and both former President Carter and Mrs. Carter have their projects and staff housed in very spacious, pleasant facilities. A major event of Mrs. Carter's program on mental health is the annual symposium. Several in the past have included concerns of children, but the focus of this year's conference was on issues identified in the recent Report of the Surgeon General on Children's Mental Health. Topics included substance abuse, delinquency, school achievement, and problems in diagnoses and intervention. Among the approximately 200 persons in attendance were academics, practitioners, and those working in both government and private sectors on policy and translation of policy to practice. Several members of SRCD were in the audience. Our working groups focused on ways to bring together all the persons and resources needed to tackle the problems and provide children, youth, and parents with services and opportunities in effective yet practical ways.

It is encouraging to see that the biologic and pharmacologic "revolution" in psychiatry is abating, and a more balanced approach is being advocated and implemented in most national forums, and this position was especially prominent in the Carter Symposium. SRCD, with its multidisciplinary membership and strong commitment to interdisciplinary approaches to research and policy, is at the forefront in this area. Our members continue to play key roles at national, regional and state levels in advocating for improved health, and especially mental health, for children and families.

John Hagen
Executive Officer

Responding to National Tragedy

In the aftermath of the attacks on New York City, Washington, and Pennsylvania, SRCD responded by posting on its website (www.srcd.org) links to sites with information about dealing with the stresses and fear. Such information was necessary and useful for parents and teachers as they tried to meet the needs of children.

JOB OPENING

Marian Wright Edelman Institute
for the Study of Children, Youth and Families
San Francisco State University

Director: Associate or Full Professor to direct The Marian Wright Edelman Institute for the Study of Children, Youth and Families. **Qualifications:** Earned doctorate in a field related to children, youth and/or families. Effective leadership, communication, collaboration and administrative skills with faculty, administrators and staff. Experience in management of a complex entity. Experience working with diverse populations and building university-community partnerships. Demonstrated ability to obtain funding. **Deadline for applications:** January 31, 2002. **To apply**, submit a letter of application, vita and three letters of reference that speak to the qualifications to: Search Committee, Marian Wright Edelman Institute, College of Behavioral and Social Sciences, SFSU, 1600 Holloway Ave., HSS 335, San Francisco, CA 94132. Applications may be submitted electronically to jmlziano@sfsu.edu. SFSU is an Affirmative Action/Equal Opportunity Employer. Ethnic minorities and individuals with disabilities are encouraged to apply.

JOB OPENING

Child Study and Development Center
University of New Hampshire

Director of the Child Study and Development Center, Tenure-Track Rank Open Professor: Director's responsibilities include maintaining the CSDC's position as a leader in childcare and early education, advocating for children and families, and providing administrative leadership at the center. Teach undergraduate/graduate courses in introductory teaching methods and child development. Doctorate in child development, early childhood, or a related field is required. Experience with early childhood programs is required, and experience with campus early childhood laboratory schools is preferred. Applications will be accepted until the position is filled. Send cover letter, vita, publications, and three letters of reference to: Dr. Corinna Jenkins Tucker, Department of Family Studies, 215 Pettee Hall, UNH, Durham, NH 03824. Email: cjtucker@cisunix.unh.edu; Website: www.unhh.edu/family-studies. UNH is committed to excellence through diversity among its faculty and staff and strongly encourages women and minorities to apply.

Prognostications or Future Developments

Given the recent interest in paranormal and supernatural, plus media attention to the occult, the editorial staff of DEVELOPMENTS decided that we must keep our readers current by trying to see into the future. Careful research using Psychic-Info and scouring the book of Nostradamus, we were pleased and amazed to find many predictions about child development in the future. Here are just a few of the predictions we discovered.

Questions that child development research in the future will answer:

1. Why are strategies for managing child behavior more effective for other people's children?
2. How do parents who are idealized by six-year-olds turn into embarrassments once their children reach the teen years?
3. What are the effective ways to get research findings used by social policy makers, parents, and educators?
4. Why do children have to stomp in the puddle of muddy water when walking down the street?
5. How to convince legislators and neighbors that professors really do work more than 12 hours each week?
6. What does it mean when children say "nothing happened at school"?
7. Can cloning be an effective tool for accomplishing multitasking and attending simultaneous meetings?
8. Why do the researchers who demand organization and attention to detail have the messiest offices?
9. How do we insure that every child grows up loved and well cared for?
10. What to do to keep grown children from moving back home?
11. Why music from our youth always seems better than the current fare?
12. Where is all the email coming from and who started sending around those jokes???

Activism in the Academy: The Experience of Mentorship

Zaje Harrell
University of Michigan

One of the most isolating aspects of graduate education is the process of becoming securely locked in an ivory tower. I sought out an interdisciplinary doctoral program in Psychology and Women's Studies, because I anticipated that the broad range of intellectual exchange would be the most enriching aspect of my scholarship. However, like most of my colleagues, after a few years I found it harder to find the passion for the academic process as a worthwhile contribution, and I was losing my undergraduate sense of activism. At the end of my second year of my graduate studies there was a solicitation for graduate student women to mentor a new program called Using Math Girls Investigate Real Life (UM-GIRL). The program was as an intervention with rising seventh graders who were at risk for losing interest in math and science. The girls would be taught about social science research methods and statistics as a way of using math to answer research questions they found interesting. I was immediately interested in the potential for such a program so I signed on.

Computer Lab, l-r: Zaje Harrell and middle-school girls.

When asked, I say that my UM-GIRL experience is the single best thing I did in graduate school. The first year my role as a mentor involved working closely with three girls. I enjoyed the opportunity to help the girls learn advanced concepts in small groups. I was sometime teacher, sometime friend and occasionally taskmaster. However the most beneficial aspect of the experience was gaining the trust of the students in this non-threatening educational environment. As a mentor I provide constant reinforcement for their academic and social potential. This is something that it more difficult to do in a larger classroom setting, and a critical part of building girls' feeling of academic efficacy and self-worth.

The following summer I became one of the instructors for the program. When designing the larger curriculum I found that my experience in small group mentoring relationship made my classroom lecture time more effective. I was aware of the need to reinforce the concepts in their small groups, and devised problem-solving activities to help them grasp the statistical concepts.

Now, after working with the UM-GIRL program for three years, and presently planning for year four, I am still in contact with some of my young mentees. They will call or e-mail if they haven't heard in from me in a while, and enjoy it when we can visit them at school. As the girls have moved into adolescence I have been able to provide counsel about those difficult teenage challenges, from class work to first boyfriends. This form of outreach, conducted in a University setting also rekindled my faith that it was possible to do meaningful applied work in the academy. Through my continued relationship with my girls I have also been able to see them mature into wonderfully unique, amusing, and intelligent young women, who know they are capable of achieving their goals.

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SRCD Notices

New Books by SRCD Members

Frank Ascione & Phil Arkow (Eds.) (2001). *Child Abuse, Domestic Violence, and Animal Abuse: Linking the Circles of Compassion for Prevention and Intervention*. West Lafayette, IN: Purdue University Press.

Barbara Rogoff, Carolyn Goodman Turkanis, & Leslee Bartlett (2001). *Learning Together: Children and Adults in a School Community*. New York: Oxford University Press.

Emmy E. Werner & Ruth S. Smith (2001). *Journeys from Childhood to Midlife: Risk, Resilience, and Recovery*. Ithaca, NY: Cornell University Press.

Submitting for 2003 Biennial Meeting— New Process

The SRCD Executive Office plans to have the submission and review process ready in electronic form for the 2003 Biennial Meeting. The implications for this giant technological step are many. More reviewers from around the world will be able to participate in the submission review process, submitters will not have to rush to the post office to get their submission postmarked, and a user friendly, searchable version of the meeting program will be available on the SRCD website in January 2003.

Watch for complete details in the 2003 *Call for Submissions* to be mailed in April 2002.

SRCD
Contact Information

Membership:
Tel: (734) 998-6524
Fax: (734) 998-6569
Email: admackay@umich.edu

Program & Newsletter:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: tetucker@umich.edu

Permissions & Exhibits:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: sekelley@umich.edu

Obituaries

Millie Almy died August 15, 2001, at her home in Berkeley; she was 86. Prof. Almy played a leading role in changing the focus of preschool education in the U.S. During the Works Progress Administration (WPA) of World War II, she worked at model programs for younger children at Vassar and Yale, and then went on to direct a regional alliance of federally funded preschools in the Buffalo, NY area. Following her hands-on work in nursery schools, Millie completed her Ph.D. at Teachers College, Columbia University. She joined the staff there and taught from 1952-1971. Dr. Almy moved on to join the faculty at the University of California, Berkeley. While at Berkeley, she founded and coordinated an interdisciplinary program for the preparation of personnel for key positions in daycare and related child development services. Dr. Almy served as the president of the National Association of Nursery Educators and was a national leader in research, policy, and practice in early childhood education. She retired from the Graduate School of Education, University of California, Berkeley in 1980. Millie began her SRCD membership in 1958.

Herbert Geuss, born August 3, 1947, died in June 2001. Since 1975 Prof. Dr. Geuss taught at Osnabrük University in Vechta, Germany. He was deeply involved in the university, having served as the first director of the Psychology Department after the university became independent. Dr. Geuss was a major presence in the lives of both faculty and students. He became a member of SRCD in 1982.

Carol Midgley died peacefully on November 23, 2001 at the age of 68. She had been a member of SRCD since 1996. Carol received her Ph.D. in Educational Psychology from the University of Michigan. She joined the faculty of the Combined Program in Education and Psychology at that same institution. There Dr. Midgley oversaw large-scale research studies investigating the relation between the learning environment and early adolescent academic and emotional development. Memorial contributions may be made to the Student Advocacy Center, 2301 Platt, Ann Arbor, MI 48104.

Alberta Engvall Siegel died November 3, 2001 after a lengthy battle with cancer. Alberta received her Ph.D. in psychology from Stanford University in 1955. She was one of the first in the field to deal with the adverse impact of television violence on children. Alberta also believed that social science research should influence public policy and was instrumental in establishing a fellowship program in the 1970s placing scholars in the Washington offices of members of the House and Senate. In addition to serving as editor of the *Journal of Child Development* from 1964 to 1968, and memoir editor of the SRCD newsletter for many years, Alberta served in many other capacities as a member of SRCD from 1956 until her death. Donations may be made to the American Friends Service Committee or Planned Parenthood.

Washington Report... (cont. from p. 3)

workgroup to the Coordinating Committee at the end of this year. Work on defining the final scope of the study and on selecting the main hypotheses will continue in 2002. The NCS has tremendous potential to provide research resources and a rich and diverse database for secondary analyses. The study promises to be the most informative large-scale research on child development undertaken in the United States. For more information on the NCS, visit www.nichd.nih.gov/despr/cohort/. The OPC will continue to participate in the activities of the NCS as it moves forward. Read the Washington Update each month for information about new developments in the NCS.

Child Care Has Doubled

A study from the David and Lucile Packard Foundation (http://www.packard.org/), reports a dramatic shift in the number of families in need of child care since the 1970s. The report, "The Future of Children: Caring for Infants and Toddlers," found that the number of mothers with children under the age of three in the workforce has almost doubled in the last 30 years—from 34 percent to 61 percent. In addition, nearly 5 million of those 11 million infants and toddlers spend at least 25 hours a week in the care of someone who is not their parent.

ABA Opposes School 'Zero Tolerance' Policies

Earlier this year, the American Bar Association voted to oppose schools' "zero tolerance" disciplinary policies that fail to take into account the circumstances or nature of an offense or an accused student's history. In taking this action, the ABA's policy-making House of Delegates supported three principles concerning school discipline:

1. The school should have strong policies against gun possession and be safe places for students to learn and develop.
2. School officials should exercise sound discretion that is consistent with principles of due process and considers the individual student and the particular circumstances of misconduct.
3. Alternatives to expulsion or referral for prosecution should be developed that will improve student behavior and school climate without making schools dangerous.

The ABA also adopted resolutions on immigration law, supporting the appointment of counsel at government expense for unaccompanied children at all stages of immigration processes; opposing the use of secret evidence in immigration proceedings; and urging that gender-based persecution be recognized as a ground for asylum.

JOB OPENING

Office of Educational Research and Improvement (OERI)
U.S. Department of Education

The incumbent serves as a Senior Associate in the Office of Educational Research and Improvement (OERI), U.S. Department of Education. These are excepted service appointments of up to three years for scientific and technical personnel, with the possibility of re-appointment upon completion of the initial term. A doctoral degree is required. Incumbents will develop plans for agency support of research; develop and manage research activities and programs carried out or funded by the agency; evaluate research activities; supervise, consult with, or advise staff; analyze data and information related to research; engage in research activities, such as attendance at scientific conferences; conduct research and publish scholarly work; and prepare written products to convey research-based knowledge and information to a variety of audiences. Salary Range: $44,352-$114,224. Salary depends on experience and skills.

Qualifications: OERI Senior Associate requires a doctoral degree or equivalent experience in an appropriate field, three years of research-related experience pertinent to the needs of OERI, and demonstration of a sustained high level of achievement in an area of specialization. Scientific, professional and technical personnel with this type of appointment have achieved wide recognition, are usually at the frontier of their area of expertise and/or, have substantial practical experience directly related to OERI interests and requirements.

How to apply: Send a resume and letter of reference. If related to your qualifications for this vacancy, please attach copies of awards, including justification or basis for the awards, and no more than three publications. You must be a U.S. citizen to be eligible for consideration. Please see US Department of Education website for complete information: http://www.ed.gov/offices/OM/edjobs.html ED Job Openings/Group 1.

Where to apply: Applicants should send a letter of interest, a resume, and copies of no more than three publications to Sue Betka, Deputy Assistant Secretary, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208.

Opportunities Abound!

Job Opening

Mt. Hope Family Center
University of Rochester

Mt. Hope Family Center, a research and clinical facility in developmental psychopathology in the University of Rochester's Department of Clinical and Social Sciences in Psychology, has an opening for a research psychologist to join our faculty in conducting research in the area of Developmental Psychopathology. We are especially interested in candidates with a strong background and interest in conducting research in the area of severe mental illness. Individuals with expertise in neurobiological and psychophysiological methods are especially encouraged to apply. Opportunities for collaborative research utilizing an extensive longitudinal database in the areas of child maltreatment and offspring of depressed mothers also exist. Required qualifications include a Ph.D. in clinical or developmental psychology. Competitive salary and excellent benefits. Interested candidates should send a letter of interest, vita, reprints/preprints, and three letters of reference to: Dante Cicchetti, Ph.D., Director, Mt. Hope Family Center, 187 Edinburgh Street, Rochester, NY 14608. An Affirmative Action/Equal Opportunity Employer.

W. T. Grant Scholars Awards

William T. Grant Foundation

INVITATION FOR APPLICATIONS: Each year the William T. Grant Foundation awards up to $300,000 ($60,000 per year for five (5) years) to each of five post-doctoral (but pre-tenure, tenure-track) scholars from diverse disciplines to conduct research that deepens and broadens the knowledge base in areas that contribute to creating a society that values young people (age 8–25) as a resource and helps them reach their potential. Now in its 22nd year, the W. T. GRANT SCHOLARS PROGRAM promotes positive youth development by supporting scholarship in three areas: (1) Original research on youth development. (2) Evaluations and analyses of programs, policies, laws, and systems affecting young people. (3) Original research on adult attitudes about and perceptions of young people, and on the consequences of those attitudes and perceptions. Deadline for applications for the 2003 Awards is July 1, 2002. For more information, visit www.wtgrantfoundation.org or contact: W. T. Grant Scholars Program/William T. Grant Foundation, 570 Lexington Avenue, 18th Floor, New York, New York 10022-6837. Phone: 212-752-0071; Email: fs@wtgrantfdn.org.

Fellowship Opportunity

Mt. Hope Family Center
University of Rochester

Mt. Hope Family Center, a research and clinical facility in developmental psychopathology in the University of Rochester's Department of Clinical and Social Sciences in Psychology, is seeking applications for a full-time, two-year postdoctoral research fellow. The research fellow has the opportunity to engage in research in a number of ongoing studies involving high-risk children, youth, and families. Projects currently focus on child maltreatment (infancy through adolescence) and offspring of mothers with major depressive disorder. Extensive longitudinal databases on high-risk populations afford opportunities for exploring diverse developmental questions. The position requires completion of a doctorate in clinical or developmental psychology or related field. Competence in quantitative methods is desired. Interested candidates should send a letter of interest, vita, reprints/preprints, and three letters of recommendation to: Dante Cicchetti, Ph.D, Director, Mt. Hope Family Center, 187 Edinburgh Street, Rochester, NY 14608. An Affirmative Action/Equal Opportunity Employer.

Job Opening

Mt. Hope Family Center
University of Rochester

Mt. Hope Family Center, a research and clinical facility in developmental psychopathology in the University of Rochester's Department of Clinical and Social Sciences in Psychology, is seeking a clinical psychologist invested in integrating research and clinical interests. Ph.D. in clinical psychology with a strong developmental emphasis and eligibility for licensure in New York State are required. Experience with school-age children and economically disadvantaged populations is desirable. Position involves conducting research in developmental psychopathology and taking a leadership role in coordination an ongoing longitudinal study of maltreated children and a preventive intervention research program. Access available to extensive longitudinal database on maltreated children and families. Position includes a faculty appointment in the Department of Psychology. Send vita, three letters of recommendation and copies of up to three representative manuscripts to: Dante Cicchetti Ph.D., Director, Mt. Hope Family Center, 187 Edinburgh Street, Rochester, NY 14608. An Affirmative Action/Equal Opportunity Employer.

JOB OPENING

Department of Education
University of California, Los Angeles

Applied Human Development: The Department of Education at the University of California, Los Angeles announces an open rank, tenure-track faculty position in Applied Human Development.

The successful candidate must have a program of developmental research that is relevant to educational and other applied settings, and that demonstrates the candidate's sensitivity to human development in a multiethnic context and her or his ability to take a multidisciplinary perspective. Although the particular area of research is open, we are particularly interested in applicants with expertise in one or more of the following areas: (1) achievement motivation and its relation to learning and instruction; (2) the intersection between development, learning and culture; and (3) social-emotional development, both typical and atypical. The Department is particularly interested in and values candidates who have experience working in settings and with students from diverse backgrounds. We are also interested in candidates who are engaged in research that advances our understanding of how race, ethnicity, gender and disability impact on human development.

The candidate will be affiliated with the Division of Psychological Studies in Education (PSE) in the Department of Education. PSE is one of the top ranked programs in the country that offers training in the application of child development theory and research to real-life problems and that integrates academic training with experience in settings that are relevant to children and families. The PSE program has been continually supported during the past two decades by an NIMH training grant in applied human development.

QUALIFICATIONS: An earned doctorate in Developmental Psychology, Human Development, or a related field; record of research and scholarly publications; ability to teach and advise students at the graduate level. The successful candidate must have the promise of a strong research record, a willingness to generate extramural funding, and the ability to mentor predoctoral and postdoctoral fellows supported by the NIMH training grant.

TO APPLY:	Send application letter describing your research and teaching interests, along with curriculum vitae and sample publications. Applicants at the Associate or Full Professor levels should include the names and addresses of three references. Applicants at the Assistant Professor level should have at least three letters of reference sent directly to: Daniel G. Solorzano, Chair Department of Education University of California, Los Angeles Los Angeles, CA 90095-1521
SALARY:	Commensurate with qualifications and experience.
STARTING DATE:	July 1, 2002 (teaching duties begin September 2002).
DEADLINE:	Screening of completed applications will begin on February 28, 2002 and continue until the position is filled.
FOR MORE INFO:	Contac[illegible] Sandra Graham, Chair of the Search Committee, at shgraham@ucla.edu.

UCLA is an Equal Opportunity/Affirmative Action Employer. We encourage applications from members of underrepresented groups.

ANNOUNCEMENTS

10th Annual Conference on Parent Education, February 8-9, 2002 at the University of North Texas, Denton, TX. Preconference, "Stepping Stones," and Training Calendar, February 7, 2002. The Conference on Parent Education is a national 3-day interdisciplinary conference for policy-makers, students, and professionals, including parent/family educators, child and family advocates, early childhood interventionists, family support professionals, and school/parent liaisons. For more information contact: Rebecca Edwards: (940) 369-8740 / redwards@coefs.coe.unt.edu; or Arminta Jacobson: (940) 369-8743 / jacobson@coefs.coe.unt.edu; or visit the website: www.unt.edu/cpe.

Asset-Based Conference: Innovations in Strengths-Based Family, School, and Community Practices. Grove Park Inn Resort, Asheville, North Carolina. March 10-12, 2002. Confirmed Keynote presenters will be Cherie Enns, Search Institute, and Harriet McAdoo. For information on registration and attendance, please contact Lisa Noack, lnoack@puckett.org, or visit the ABC Conference page at www.puckett.org.

APA Early Career Award for Outstanding Contributions to Practice in the Field of Child Maltreatment. The Section on Child Maltreatment of Division 37 (Child, Youth, and Family Services) of the American Psychological Association is proud to announce the establishment of an Early Career Award program. This year, nominations are sought for an Early Career Award for Practice to be made in 2002. Self-nominations are welcome. Nominees should be investigators who have made substantial contributions to practice relevant to child maltreatment within eight years of receiving a terminal degree (e.g., PhD, JD, DSW, or MSW) and who have demonstrated the potential to continue such contributions. Nominees need not be current Section on Child Maltreatment members. To Nominate, send 4 copies of: (1) A cover letter outlining the nominee's accomplishments to date and anticipated future contributions. This letter should describe the nominee's major accomplishments related to the field of child maltreatment and how the nominee's work has had an impact on the field; (2) The nominee's current curriculum vitae; (3) One letter of support; and (4) If possible, other relevant supporting material, as appropriate (e.g., no more than two articles authored by the nominee). **NOMINATION DEADLINE**: Postmarked by March 15, 2002. **SEND NOMINATIONS OR DIRECT QUESTIONS TO:** Gail S. Goodman, Department of Psychology, University of California, One Shields Avenue, Davis, CA 95616; (530) 752-6981; ggoodman@ucdavis.edu.

Southwestern Society for Research in Human Development 2002 Conference Announcement: *Call for Papers*. The conference will be held March 21-23, 2002 in Austin, TX. For more information, contact the program chairs: Dr. David Cross, Psychology Dept., Texas Christian University, Box 298920, Fort Worth, TX 76129, d.cross@tcu.edu (817) 257-7410, fax (817) 257-7681 or to Dr. Rebecca Glover, Counseling, Development, and Higher Education, University of North Texas, Box 13857, Denton, TX 76203-6857, rg0005@unt.edu, (817) 565-4876.

"Motivational Factors in the Etiology of Drug Abuse," 50th Annual Nebraska Symposium on Motivation, March 28 & 29, 2002. For the 50th Anniversary of the Nebraska Symposium on Motivation, we have invited leading scholars in the area to critically discuss motivational factors in the etiology of drug abuse. Please accept this invitation to participate in this integrative and thought-provoking meeting. Attendance is FREE (i.e., no registration fee). We also encourage you to present some of your own cutting-edge research. See our web-site for more detail www.unl.edu/psychoneuropharm or contact Rick Bevins (402)472-1189 or rbevins1@unl.edu.

The Section on Child Maltreatment (Section 1 of Division 37, APA) announces its third annual dissertation award. A $400 prize will be awarded to one successful graduate student applicant to assist with expenses in conducting dissertation research on the topic of child maltreatment. Applicants are requested to submit: (1) a letter of interest, indicating how the applicant would use the award funds toward the completion of the dissertation research, (2) a 100 word abstract, and (3) a five page proposal summarizing the research to be conducted. Please submit applications by **April 1, 2002**, to: Dr. Patricia Hashima, Institute on Family and Neighborhood Life, Clemson University, 158 Poole Agricultural Center, Clemson,

(cont. on p. 12)

Classified Ads

INDIANA UNIVERSITY. An NIH-funded postdoctoral fellowship is available for multidisciplinary training in developmental processes in human infancy and childhood and with nonhuman animals. Training emphasizes the integrative study of processes of change with faculty in Psychology, Computer Science, Cognitive Neuroscience, Kinesiology, and Speech & Hearing Sciences. Applicants from these disciplines who wish to be trained in basic developmental theory and research are encouraged to apply. Candidates must be a U. S. citizen, national or permanent resident. Please send vita, research/training interests, publications & 3 recommendation letters to: Developmental Training, Psychology Department, Indiana University, 1101 E. 10th St., Bloomington, IN 47405. Applications will be accepted until the position is filled. Women and minorities especially encouraged to apply. For further information, please refer to http://www.indiana.edu/~psych/postdoc/multidis.html. Indiana University is an EEO/AA Employer.

SC 29634-0132; (864) 656-6711 or 656-6271. Applicants will be notified of the decision in mid June. The award will be presented at the annual meeting of the American Psychological Association in Chicago, Illinois, August 22-25, 2002.

The Society for Research on Adolescence will hold its 9th Biennial Meeting April 11-14, 2002, in New Orleans, LA. The submission deadline is past. For additional information, visit the SRA website (www.S-R-A.org) or send an email message to socresadole@umich.edu.

The Jean Piaget Society invites you to attend the 32nd Annual Meeting to take place in Philadelphia, Pennsylvania, June 6-8, 2002. Please visit the Jean Piaget Society website http://www.piaget.org for submission details or write to: Eric Amsel, Department of Psychology, Weber State University, 1202 University Circle, Ogden, UT 84408-1202, e-mail: eamsel@weber.edu.

The Society for Research in Adult Development announces the 17th Annual Adult Development Symposium, Friday - Sunday, June 21-23, 2002, at Pace Plaza Campus, New York, NY. The Society is dedicated to the study of positive adult development from an interdisciplinary perspective. Positive adult development refers to life-span development culminating in positive changes starting in late adolescence or later. Email Michael Lamport Commons at Commons@tiac.net for a Call for Papers. Submissions must be postmarked by February 9, 2002.

The Administration on Children, Youth and Families, U.S. Department of Health and Human Services, in collaboration with Columbia University's Mailman School of Public Health and the Society for Research in Child Development, announces Head Start's Sixth National Research Conference, "The First Eight Years: Pathways to the Future," to be held June 26-29, 2002 in Washington, DC. Registration information will be mailed and available at http://www.headstartresearchconf.net on January 15, 2002. For questions regarding registration, please contact Bethany Chirico at bchirico@xtria.com or (703) 821-3090, ext. 261. For information regarding conference programming, please contact Dr. Faith Lamb-Parker at flp1@columbia.edu or (212) 305-4154.

Fragile Families Summer Data Workshop. The Social Indicators Survey Center at the Columbia University School of Social Work is accepting applications for the Fragile Families Summer Data Workshop to be held July 15-19, 2002 at Columbia University. Through lectures and hands-on instruction, participants will gain an in-depth understanding of data in the Fragile Families Study. This workshop targets advanced graduate students, postdoctoral fellows and junior faculty from social sciences disciplines who possess basic quantitative data analysis skills. Most travel expenses will be covered. Minorities are encouraged to apply. For additional information and applications, go to www.siscenter.org, or call (212) 854-9046. Applications are due March 15th.

Nominations are invited for the Eleanor E. Maccoby Book Award to be presented by Division 7 of APA in the year 2002. Books published in 2001 that have had or promise to have a profound impact on developmental psychology are eligible. Edited volumes are not eligible. Self-nominations are permissible. If you have a favorite book on your reading list, you are encouraged to submit it. Please provide the title, author(s)' full name(s), publisher, and publisher's address, if possible, along with a brief description of the book and capsule summary of its importance for understanding the psychology of human development. Please send nominations to Deborah Lowe Vandell (dvandell@facstaff.wisc.edu or Department of Educational Psychology, 1025 West Johnson Street, University of Wisconsin, Madison, WI 53706)

SRCD Developments

Editor
Pamela Trotman Reid
pamreid@umich.edu

Managing Editor
Thelma Tucker
tetucker@umich.edu

Memoirs Editor
TBA

The Newsletter is published four times a year: Circulation is approximately 5,400. The newslettter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:
March 1
June 1
September 1
December 1

For advertising rates--website display ads, classified or display ads for the newsletter--contact the SRCD Office or tetucker@umich. edu.

Governing Council

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SRCD DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 45, Number 2 April 2002

Notes from the Executive Officer

Site Selection for SRCD Biennial Meetings

As spring approaches, the meetings of many professional societies will be held. In our field there are probably a half dozen relevant meetings coming up, and hotels and conventions centers across the country are preparing for their busiest season. Since the meetings of SRCD are held only every other year, the success of our meetings is especially important to all involved. We are highly unusual in that about half of those participating are not SRCD members. I am often asked if we would consider an annual format. Governing Council is committed to the biennial schedule for two major reasons. There is consensus that the quality of the presentations is consistently very high, which helps to make our meetings special for both members and nonmembers. We are convinced that a biennial schedule is a major reason. Also, there are now many meetings of other associations and groups that are held in SRCD's off year. Thus, it would jeopardize their attendance as well as ours if we chose to meet every spring.

The issue of the location of meetings is also often discussed and we receive a wide range of input. I am very pleased to say that for the next two meetings we have secured locales that will work very well for our needs and specifications. In 2003 we are meeting in Tampa, utilizing the downtown Convention Center and the nearby hotels. Information concerning submissions as well

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Focus on...

20 Studies that Revolutionized Child Psychology

Wallace E. Dixon, Jr.
Heidelberg College

Wallace E. Dixon, Jr. and daughter Sarah

I do not know if I am the only one who does this, but when I think about child psychology, I simply cannot help but *think* in terms of scientific references. Every time I read a new scientific article in the field, I process it *with respect to* certain other seminal pieces in the literature. In fact, I scour

(cont. on p. 4)

Mark Your Calendar!

July	
23	SRCD Submissions Postmark Deadline
30	SRCD Submissions Online Deadline

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MILLENNIUM FELLOWS PROGRAM

The Millennium Fellows Program: Helping to Build Tomorrow's Scholars

Marlene Zepeda
California State University, Los Angeles
Member, Ethnic and Racial Issues Committee

Marlene Zepeda

There is an expanding presence of ethnic minority populations in the United States with a corresponding need to address the specific educational and psychological concerns of these fast growing populations. Recognizing this need, Frances Degen Horowitz and La Rue Allen developed the Millennium Fellows Program (MFP) with initial funding from the Foundation for Child Development, the W. T Grant Foundation and the Society for Research in Child Development. MFP was developed as a vehicle to encourage and support undergraduates from underrepresented groups to pursue graduate work in child development and other related disciplines.

Currently, about 1 in 3 U.S. citizens is from an ethnic minority background. It is projected that by 2050 ethnic minorities will account for 47.2% of the population (American Psychological Association, 1996; Day, 1996). Between the years 2000 and 2020, the number of minority children aged 5 to 17 is estimated to grow at a faster rate than that of White children, and in turn, the proportions of White children will begin to decrease (Young & Smith, 1997). Like ethnic minority groups as a whole, minority children will begin to outnumber the current majority in their age groups. Presently, youth of Hispanic origin are the majority in their age group, representing 37.7% of the population under age 18 (U.S. Bureau of the Census, 2000). Further, in 1995, 31% of Hispanic children came from non-English speaking households and the percentage of non-English speaking children is likely to increase as the rate of immigration of minority groups increases (Young & Smith, 1997).

Given these population shifts, educational and professional institutions are confronted with the urgent issue of addressing questions of specific import to the welfare and healthy development of minority children. In the years to come, child development professionals will need to devote considerable scholarly effort to racial and ethnic-related studies. Despite this awareness, there exists an under-representation of minorities in the educational pipeline and this situation is particularly acute in higher education.

The disproportionately low number of minority students in graduate programs, the ranks of Ph.D. recipients, colleges and university faculty positions and research careers is acknowledged to be a national issue. While underrepresented groups at undergraduate institutions are expected to increase, progressively fewer minorities are entering graduate school. This decrease in graduate enrollment is attributed, in part, to the lack of minority faculty role models and mentors in psychology and other related fields as well as the perceived lack of support for research on ethnic minority children and families (APA, 1997). The MFP was created to address these issues in a proactive manner.

MFP offers minority students who are selected as Fellows both Junior and Senior Mentors to provide guidance and support in their pursuit of educational and professional goals. Individuals from diverse racial, ethnic, and disciplinary groups are recruited to serve as mentors. Through participation in the MFP, students are given the opportunity to attend the SRCD Biennial Meeting as well as preconference activities and field trips. This facilitates valuable exposure to the field and encourages interaction with both their Mentors, as well as students, participants and professionals who are in attendance.

In 1999, 20 Fellows were funded to attend the biennial meeting in Albuquerque, New Mexico and were linked with advanced graduate students and senior professionals. A group of 23 Fellows attended the 2001 SRCD Biennial Meeting in Minneapolis, Minnesota. The University of Minnesota hosted a day of workshops, social gatherings and discussions designed to enhance the goals of the program. Ann Masten, the keynote speaker for the event, invited all of the MFP participants to engage in activities aimed to support the personal and educational development of minority students.

Past participants of the MFP have offered positive feedback about their experiences and have described their attendance at the SRCD Biennial Meeting as a pivotal moment in their personal and professional development. Presently, the Ethnic and Racial Minority Issues Committee is surveying the 1999 and 2001 Fellows and Junior and Senior Mentors about their experiences with the program. This survey will inform the committee on how best to strengthen the program so as to

(cont. on p. 5)

Report from SRCD Washington Office

Calling All Researchers...

Lauren Fasig
SRCD Office for Policy & Communications

Instead of a focus on new funding initiatives, I want to call all researchers to attend to the recent changes in tone and emphasis coming from the Washington front on the topics of children, education, and educational policies, and on the need for our expert attention.

This year has the potential to be a landmark year in terms of child and family policy. Even though priorities have shifted since September 11th, media coverage suggests that the Bush administration is still placing a high priority on education and early childhood preparation. Congress also is quite vocal about policies that support children and families, particularly educational policies. This winter Congress passed and the President signed the most sweeping educational reform legislation in 35 years. The President has spoken about the need to increase resources to help children learn to read and to prepare them to learn. Early childhood education is discussed in venues where these words were previously undefined and unsupported.

Many programs that affect children and families are due (or past due) to be considered by Congress and the Bush administration this year. Among the most visible is the Temporary Assistance to Needy Families (TANF) legislation, better known as Welfare Reform. A re-authorization bill has been introduced in the House that considers the need for TANF to include provision for quality childcare and other child-friendly provisions. The Child Care Development Block Grant (CCDBG) is also due for re-authorization. CCDBG is the federal program that provides subsidies for childcare to working families. It includes money to be used to pay for childcare slots and for quality improvements. A new ChildCare Caucus in the House is seeking to make the many childcare issues in our society (quality, affordability, etc.) prominent in policy discussions. Additionally, the Office for Educational Research Improvement, the research arm of the Department of Education, is waiting on re-authorization of the Individuals with Disabilities Education Act. Russ Whitehurst, the Director of OERI, has promising plans for the Office, and supportive legislation could greatly assist in making those plans a reality.

Legislation, which establishes the Office for Juvenile Justice and Delinquency Prevention as well as the Younger Americans Act, is awaiting completion.

We, as researchers with expertise in child development, are the credible source, and we have the knowledge that would engage new proponents. We are the people from whom our policymakers need to hear.

Head Start re-authorization is around the corner. The protection of humans in research is receiving ongoing attention, and we can expect some additional reforms of the protections system in the near future. National studies of children and youth are also under review.

The well-being of children is being discussed more broadly than it has been in years, and it is being discussed in new venues. People who are addressing these issues are seeking information from credible sources, and the time is ripe to create interest with those who were previously unconcerned. We, as researchers with expertise in child development, are the credible source, and we have the knowledge that would engage new

Lauren Fasig

proponents. We are the people from whom our policymakers need to hear. There appears to be an opportunity to effect positive change; one that we should not miss.

Every policymaker, whether at the local, state, or federal level, is looking for someone who can provide balanced, credible information without bias. We are those trustworthy experts. Members of SRCD are experts in child development and we can make contributions in two ways, by informing policy makers and by enlightening the media.

Inform Policy Makers

Get to know your local, state, or federal representative. Take the plunge—call the local office one day and tell the appropriate staff person who you are, what you do, and what your policy interests are. Tell him or her that you would like to talk with the representative about those issues, and that you are available as a resource to the representative. Invite the representative to see your lab, tapes of your work, etc. You do not have to ask for anything; just make yourself available. When you see relevant activities in the news, call your representative to remind him or her that you are out there, available. By all means, when you have relevant information to share, call, fax, or email.

(cont. on p. 5)

Survey Results

20 Studies (cont. from p. 1)

reference sections to see if certain other pieces have been cited. And if not, I want to know why not?

I suppose you could call this a form of social stereotyping and prejudice. Perhaps. But in my mind, it helps me understand various authors' perspectives better. If I know *which* scientific pieces of literature new authors are relying upon, I can better judge how wrong they are!

After a couple decades of reading thousands of articles throughout child psychology, I have developed my own personal conceptual system for what seem to be the most outstanding pieces of literature in child psychology. Of course, it has occurred to me that *my* central references may not be so important to other people. They might be legends only in my own mind; clearly, there is room for differences of opinion. So, as a service to the Society I undertook the task of determining **the,** once-and-for-all, absolutely final, truly real list of the Most Revolutionary Studies in Child Psychology. I sought the opinions of more than 1,500 randomly selected, doctoral-level members of the Society about which studies, published since 1950, deserve the title "Most Revolutionary." (See *Developments*, *44*(1), Winter 2001, for the survey questions.) Here for the first time, I am making this list available.

20 Most Revolutionary Studies (published since 1950)

20. Premack, D., & Woodruff, G. (1978). Does the chimpanzee have a theory of mind? *The Behavioral and Brain Sciences*, *1*, 515-526.
19. Fantz, R. L. (1961). The origin of form perception. *Scientific American*, *204*, 66-72.
18. Brown, R. (1973). *A first language: The early stages*. Cambridge, MA: Harvard University Press.
17. Werner, E. E., & Smith, R. S. (2001). *Journeys from childhood to midlife: Risk, resiliency, and recovery*. Ithaca, NY: Cornell University Press.
16. Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monographs*, *4* (1, part 2).
15. Baillageon, R. (1987). Object permanence in 3.5- and 4.5-month-old infants. *Developmental Psychology*, *23*, 655-664.
14) Anastasi, A. (1958). Heredity, environment, and the question "How?" *Psychological Review*, *89*, 976 - 984.
13. Hubel, D. H., & Wiesel, T. N. (1965). Receptive fields of cells in striate cortex of very young, visually inexperienced kittens. *Journal of Neurophysiology*, *26*, 944-1002.
12. Sameroff, A. J., & Chandler, M. J. (1975). Reproductive risk and the continuum of caretaker causality. In F. D. Horowitz (Ed.), *Review of child development research* (Vol. 4). Chicago: University of Chicago Press.
11. Bell, R. Q. (1968). A reinterpretation of the direction of effect in studies of socialization. *Psychological Review*, *75*, 81-95.
10. Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
9. Bandura, A., Ross, D., & Ross, S. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, *63*, 375-382.
8. Harlow, H., & Harlow, M. (1965). The affectional systems. In A. Schrier, H. Harlow, & F. Stollnitz (Eds.), *Behavior of non-human primates*. New York: Academic Press.
7. Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, *32*, 513-531.
6. Thomas, A., Chess, S., & Birch, H.G. (1968). *Temperament and behavior disorders in childhood*. New York: New York University Press.
5. Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton.
4. Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). *Patterns of attachment*. Hillsdale, NJ: Erlbaum.
3. Bowlby, J. (1969). *Attachment and loss, Vol. 1*. New York: Basic Books.
2. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

And the Number One Most Revolutionary Study published since 1950 is…

1. Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.

Correspondence regarding this project can be directed to the author at wdixon@heidelberg.edu

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Helping Children Deal with Sept. 11

In the aftermath of the events of September 11th, professionals from many disciplines, universities, and other educational groups rushed to provide information to parents and teachers. Many organizations posted information (or links to information) about how to help children deal with the fears that rise from the traumas associated with terrorism and other forms of violence. In addition to SRCD those posting helpful information were: the American Academy of Pediatrics, American Psychological Association, PBS Kids, and Tolerance.Org.

Survey Results

20 Studies (cont. from p. 1)

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Millennium Fellows Program

(cont. from p. 2)

meet the professional development needs of all participants.

The Millennium Fellows Program is an important effort providing access and ongoing support to the educational pipeline that will produce the next generation of practitioners, policymakers, and researchers in the field of child development. We invite all members of the Society to assist with this effort by publicizing this opportunity to potential undergraduate students, participating as Junior or Senior Mentors and welcoming the Fellows to our next meeting in Tampa, Florida in 2003.

Please contact Cynthia Garcia Coll (Cynthia_Garcia_Coll@brown.edu) if you have questions or wish to participate in the 2003 Millennium Fellows Program.

Report from SRCD Washington...

(cont. from p. 3)

Enlighten the Media

Work with the media can be challenging and even intimidating, and negative experiences do occur. Still, it is something that we must do. Important issues of child development are being discussed, and those discussions will continue with or without the benefit of our knowledge. More of us need to weigh in and to provide balanced but definitive information. We should work with the media in order to inform parents, teachers, caregivers, etc. in our society who have questions about what really is best for children. We also should work with the media because by delivering facts to the debate, we bring pressure to bear on the policymakers to enact real policies instead of deferring decisions.

Too often news reports tell us that Congress has proposed legislation or is holding hearings on a topic and we think that something is going to happen. However, when the attention fades, often so too does the issue and the action. For example, most Americans probably think that Congress enacted new gun safety and other protective legislation following the Columbine school shootings. The reality is that the bills, passed in the House and Senate, never made it through conference, and so no federal action has ever been taken. The pressure on Congress faded, and so Members failed to continue to work on resolving the differences to address the issue. By keeping the public discussion going in the media and by providing credible research-based information to policy-makers we can help them keep their focus on improving the lives of children, youth, and families.

Note: The OPC can provide advocacy training to help you feel more comfortable and to learn effective ways to engage policymakers. The OPC also provides media training to help researchers learn effective ways to work with the media.

Job Opportunity

Director, Center for the Prevention of Mental Disorders
University of Rochester School of Medicine

The Department of Psychiatry of the University of Rochester School of Medicine is joining with University and community collaborators to launch a major new initiative, the Center for the Prevention of Mental Disorders (CPMD). The CPMD will serve as a national resource for the study of prevention of mental disorders across the life course. Although the CPMD will focus at its inception on child and adolescent populations, its scope will grow to include other age groups as determined by the research questions of its faculty and collaborators over time. The Director of the CPMD will be an M.D. or Ph.D. with established success as an independent investigator in federally funded, peer reviewed, community-based prevention research, and as an educator in prevention science. An emphasis on the mental health and illness of children and adolescents is desirable. The Director will refine the vision of the Center, coalesce its rich resources, and lead a multidisciplinary research group in the development of programmatic research. The Director will oversee the development and dissemination of essential methodologies, particularly as they relate to the conduct of community and population-based research. The Director will also lead a program of research aimed at discerning the behavioral, psychological, and social factors that increase the probability of illness onset, relapse, and adverse outcomes; and/or promote the development and evaluation of programs designed to prevent mental disorders. Primary appointment will be to a tenure track or tenured position at the rank of Associate or Full Professor in the Department of Psychiatry. Opportunities for joint appointments are readily available.

Located in the Finger Lakes region of western New York, Rochester is a city rich in culture and recreational opportunities. The University of Rochester and the Department of Psychiatry are rapidly expanding their research bases. In addition to a competitive salary, substantial resources are also available to the CPMD for program development. The University of Rochester is an equal opportunity employer. Women and minority candidates are encouraged to apply. Please address inquiries to: Yeates Conwell, M.D.; Chair, CPMD Search Committee; University of Rochester Medical Center; 300 Crittenden Boulevard; Rochester, N.Y. 14642; Phone: 585-275-6739; Fax: 585-273-1066; E-mail: yeates_conwell@urmc.rochester.edu.

MEMOIRS

Millie Almy
1915 - 2001

Millie Almy—scholar, teacher, author, mentor, and speaker—leaves us a priceless legacy for improving the quality of life for young children through high quality early childhood education. She was tireless in her pursuit and construction of knowledge about how young children grow and develop and adamant about the importance of understanding children's development and play in order to effectively educate young children. Given her deep appreciation for the importance of good teachers for high quality care and education, Almy focused her work on preparing professional teachers to provide developmentally and educationally valuable learning experiences for young children, mentoring hundreds of early childhood professionals, and advocating for improved preparation opportunities, compensation, and working conditions to better attract and retain good teachers.

Millie grew up on a farm in the small community of Clymer, NY, the only child of parents who were teachers, her father also was a farmer. Millie took her first child study course in 1934 while a student at Vassar College, completing her A.B. in Child Study in 1936. For two years she worked as a research assistant in Arnold Gesell's guidance nursery school at Yale teaching groups of children and recording what she observed. Gessell stressed documenting all domains of child development—emotional, social, physical, and intellectual—and their interrelationships. Between 1938 and 1944, Millie Almy taught children in a day nursery and supervised classrooms in WPA nursery schools and Lanham Act child care programs.

These early professional experiences planted the seeds for themes that dominate Millie Almy's scholarly inquiry and advocacy: the value of careful observation of children at play, the importance of teachers of young children being thoroughly versed in child development, the need to consider the "wholeness" of each child, and the integration of all of this information into a thoughtfully constructed environment and curriculum for teaching and learning.

In 1944, Millie Almy became a graduate student and instructor at Columbia Teachers College, seeking to learn more about development and ways to improve the quality of early childhood programs. She received an M.A. in Early Childhood Education and Child Development in 1945 and a Ph.D. in Curriculum and Teaching in 1948. Following four years at the University of Cincinnati and a year at the University of Illinois, Dr. Almy joined the faculty at Teachers College in 1952.

During her tenure at Teachers College, Millie Almy collaborated with the Horace Mann-Lincoln Institute of School Experimentation to conduct systematic inquiry into children's thinking. These studies, conducted between 1957 and 1965, were the first to combine Piaget experimentation and a longitudinal approach that included a substantial number of children. *Young Children's Thinking: Studies of Some Aspects of Piaget's Theory* (1967) is one of Almy's better known books reporting on these studies. Piaget authored the book's foreword, in which he

(cont. on p. 8)

JOB OPENING

Bureau of Sociological Research
University of Nebraska – Lincoln

The University of Nebraska-Lincoln, Bureau of Sociological Research is seeking a postdoctoral researcher to work on a longitudinal developmental study of American Indian children aged 10-12 years and their families, examining risk and protective factors associated with early onset and transition to regular use of drugs and alcohol. The candidate should have expertise or a strong interest in working with American Indians, willingness to travel, and good interpersonal skills. We are looking for candidates who have strong methodological skills, advanced analytic expertise, and experience in managing longitudinal data sets. This is a one-year appointment, with possible extensions, to begin as early as May 2002. Ph.D. in sociology or related discipline required. Review of applications will begin on April 15, 2002. Position will remain open until a suitable candidate is found. Salary competitive. Please send letter of application with curriculum vitae, samples of original work, and three references to Les B. Whitbeck, University of Nebraska-Lincoln, Dept. of Sociology, 739 Oldfather Hall, Lincoln, NE 68588-0324. The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity. We assure reasonable accommodation under the Americans with Disabilities Act; contact Les Whitbeck (402-472-5562).

MEMOIRS

John Cook Wright
1933-2001

When John Cook Wright died on July 9th, 2001 in an auto accident in northern Minnesota, not far from his beloved island, Camelot, many SRCD members and beyond lost a colleague and a loyal friend. Born in Los Angeles in 1933, John grew up in Washington, D.C. and in Tucson, Arizona. After graduating from Philips Exeter Academy in 1950, he earned his BA from Harvard in 1954, then spent two years in the army, and received his Ph.D. from Stanford in 1960. He joined the faculty of the Institute for Child Development at the University of Minnesota that same year and then went to the university of Kansas in 1968, moving on to the University of Texas at Austin in 1996 where, at the time of his death, he was Senior Lecturer and Senior Research Scientist, and Director of the Center for Research on the Influence of Television on Children (CRITC), a center he had founded with Aletha Huston in 1978 at the University of Kansas.

Such a bare bones recitation of John Wright's career can in no way capture John's dynamic commitment to all matters academic, his inherent enthusiasm for ideas, his devotion to students, his passion for social justice, and his irrepressible spirit. John's joy in coming upon an insight or a synthesis was nothing short of contagious, infecting everyone with whom John worked with his unalloyed pleasure in the process of exploring new ideas.

John was a prolific contributor to the literature that expanded our understanding of children and their development and the influences on their development. The content of his research contributions is nicely captured by the publication of the two SRCD *Monographs* that bracketed his career: One that he edited with Jerome Kagan in 1963 (Vol. 28, Serial No. 85) entitled "Basic cognitive processes in children" which helped to open up the very productive era of intensive research on children's cognition; and the recent 2001 *Monograph* (Vol. 66, Serial No. 264), co-authored with D.R. Anderson, A.C. Huston, K. Schmitt, and D.L. Linebarger, entitled "Early childhood television viewing and adolescent behavior: The recontact study", which reflected only the latest piece of research from his long fascination with studying the influence of the media on children's development.

In between these two publications is a body of work that investigated topics as diverse as imitative and discrimination learning, selective attention, measurement, cognitive change across the life span, and increasingly, the effects of television viewing upon children's behavior and development. The vast majority of John Wright's publications give evidence of his inclinations to generous co-authorship with colleagues and students. Many reflect his long and productive collaboration with Aletha Huston—both professionally and personally.

John combined his commitment to objective research on important topics with his belief in citizen responsibility. Thus did he take the findings from the laboratory and natural setting observations into the corridors of political power, into the rooms of the policy-makers, urging on them good data and the importance of making informed policy decisions. In this his life was of a whole—seeing himself as and encouraging others to do good research that was relevant to making public policy and being committed to being an active participant in democratic process. Nor did he personally shirk the responsibilities of being a citizen on the broader scene, actively advancing the cause of civil rights, personally working to encourage dialogue on sensitive political issues between those of different points of view.

John Wright's generosity of spirit resulted in his being famously over-committed as students and colleagues alike were relentless in seeking his good counsel—whether for planning a grant

(cont. on p. 8)

JOB OPENING

Department of Psychology
Indiana University

Postdoctoral positions are available to work on NIH-funded research centered on the intersection of perception, action, and cognition in early development. Projects include theoretically grounded studies of visual habituation, attention, motor learning and memory, and motor control. Opportunities for both empirical work and dynamic systems modeling and robotics. Persons with degrees in psychology, cognitive or movement science are appropriate. Please send vitae, reprints and preprints, and three letters of recommendation to: Prof. Esther Thelen, Department of Psychology, 1101 East 10th Street, Bloomington IN 47405. Women and minority persons are especially encouraged.

Millie Almy (cont. from p. 6)

complimented the studies as "the first American work to try to apply systematically in the field of education what results I have been able to obtain in developmental psychology."

While at Teachers College, Almy also served as President of the National Association for Nursery Education in 1952 and 1953. Her leadership helped to revitalize the Association as a leading force to improve the quality of early childhood education for all young children.

Almy left Teachers College in 1971 and went to the University of California-Berkeley where she was a professor in the Division of Educational Psychology. It was during this period that she founded and coordinated an interdisciplinary program for the preparation of personnel for key positions in day care and related child development services. Professor Emerita Millie Almy retired from Berkeley in 1980 but not from professional activity. She was a Fulbright Fellow at Macquarie University in New South Wales, Australia, a visiting professor at Mills College, and a docent at the Oakland Museum for Children. Her mentoring relationships with early childhood professionals continued until her death.

The cornerstone of Almy's teaching and writing—advocating the value of direct experiences and manipulation to enable children to build scientific concepts of order and relationship—is documented in an 1999 interview published in the January 2000 issue of *Young Children*. The interview solicited Millie's advice for the early childhood field in the new century. She felt strongly that teacher education should be grounded in child study and that teachers in training should be expected to be researchers, "observing children as they play and building curriculum that's appropriate for each child from what we see and hear." Teachers need to "deeply understand that intellectual development occurs through play. Children integrate everything they know in all domains when they play. Play should have a big place in a curriculum for children from toddlerhood through the primary grades."

On August 15, 2001 Millie Almy passed away at her home in Berkeley while listening to one of the many audio books she loved. Macular degeneration in her later years limited her sight but not her spirit and intellectual engagement. Fortunately we are left with her published articles and books numbering close to 100, and for all who were privileged to know her personally we will forever carry with us Millie's spirit of inquiry, keen observation and humor, positive attitude, and nurturance of people and ideas.

Marilyn M. Smith
Council for Professional Recognition

John Cook Wright (cont. from p. 7)

application, or the right words that made the grant compelling, or for a clever approach to solving a knot in a research design, or for finding the analysis most appropriate to a data set, to making dull prose sing in numerous articles and chapters on which he was author, co-author, or unacknowledged friend and consultant. John was often called upon, in the academic departments and universities with which he was associated, to chair committees, to administer a center, to take responsibility for a program. SRCD and other organizations made similar requests. John served as local arrangements chair for the 1965 biennial meeting in Minneapolis, co-chaired the program committee for the SRCD meetings when they were held in Kansas City in 1989, and served a term (1989-1995) on the SRCD governing council. Exactly because John was never personally ambitious for himself but always eager to advance the cause of the activities for which he was responsible, were his services and advice so consistently requested.

As hard as John worked at doing research and at being a superb teacher and mentor, John also played hard—his sailing adventures which he urged on all his friends were legendary, his love of a good social gathering, of folk singing, and of intrepid punning were part of what made the prospect of being with John Wright an anticipation of being part of good fellowship.

John cared deeply about his students—in the classroom and as adviser and counselor. Over the course of his career he trained many of the productive children's television researchers. It was said that John had a special talent for encouraging students to have confidence in themselves. Thus was John Wright the first recipient of the University of Kansas' Graduate Mentor award. And in recognition of how much this meant to John, his family and friends have established the John C. Wright Mentor Award at the University of Kansas.*

Above all, John Wright cared about his family. He leaves his beloved wife, Aletha, his children—Beth, Jennifer, Melanie, Kennedy, and Serena, his former wife, Jo, nine grandchildren and two sisters. They and all of us who had the pleasure of John Cook Wright being a part of our lives miss him "so much."

Frances Degen Horowitz
former University of Kansas colleague
President, the City University of New York Graduate Center

* Contributions to the John Wright Graduate Mentor Award may be sent to the Kansas University Endowment Association, PO Box 928, Lawrence Kansas, 66044-0928.

NOTES FROM THE EXEUTIVE OFFICER (CONT.)

Notes from Executive (cont. from p. 1)

as hotel reservations is located on the "SRCD Notices" page of this Newsletter. In 2005, we shall convene in downtown Atlanta, using two of the major hotels located just across the street from each other, the Marriott and the Hilton. Atlanta's airport is a crossroads for the whole nation and has superior international service as well, making it possible for the maximum number of attendees to reach the destination with no or only one transfer of planes. The downtown also offers the amenities that our members like to have in very close proximity.

As we look ahead to schedule meetings, there are many factors to consider. Costs, convenience, and "best fit" for our needs are major ones. Generally, cities are classified as "first tier", "second tier," and so forth. We have found that second tier cities such as Indianapolis, Minneapolis, and Tampa work especially well for a meeting of our size. Many of the first tier cities are simply much more costly than we can afford, especially for the time of year we meet. If we were willing to move our dates to mid-winter, it would open up more locales as serious possibilities for us. Of course, the new factor is the consequences of the tragedy of 9/11. Attendance has been averaging 20-30% below expectations for most professional meetings the past several months. We are all watching closely the figures for this spring's meetings and are encouraged thus far that the trend is in the upward direction. One plans a meeting based on certain generated revenue, and it can be very costly to a society if the figures fall short.

For many the meetings are the most stimulating and enjoyable part of their membership in the Society. We welcome input from members concerning all aspects of the biennial meetings. Please let us know your thoughts and if you have suggestions to help us in our planning. Meanwhile, I hope that you will be preparing your submissions and signing up early for the meeting in Tampa, scheduled for April 24-27, 2003.

John Hagen
Executive Officer

FELLOWSHIP OPPORTUNITY

Family Research Laboratory
University of New Hampshire, Durham

FELLOWSHIPS AVAILABLE: The University of New Hampshire Family Research Laboratory (FRL) has fellowships for research on family violence available beginning immediately. Applicants interested in starting dates beyond June 2002 may apply pending funding from sponsor. These NIMH-funded positions are open to new and experienced researchers with doctorates in the fields of psychology, sociology, social work, law, nursing, public health and medicine. The fellowships are intended for work in the area of child abuse, marital violence, elder abuse, sexual abuse, child victimization, rape, homicide and other family-violence related topics with special attention to mental health impact. Scholars use the one-year fellowships (with possible one-year extension) to collaborate with FRL faculty on a current project, to work on one of the many data sets archived at the FRL or, in the case of senior candidates, to work on their own projects.

Fellows must be able to reside within commuting distance to UNH (one and a half hours from Boston). Annual stipends run from $28260 to $44412 depending upon the number of years since receipt of doctorate. Applications from scholars with backgrounds in developmental or cognitive psychology, or interests in family violence in minority families, or families of persons with disabilities are particularly encouraged. Applications (FRL application form required from website (www.unh.edu/frl) letter of interest, curriculum vitae, three letters of recommendation and publications or work sample) will be accepted beginning immediately. For more information, contact David Finkelhor, Co-Director, Family Research Laboratory, (603) 862-1888; email: david.finkelhor@unh.edu. Complete applications should be sent to Program Administrator, Family Research Lab, Univ. of N.H., 126 Horton SSC, Durham, NH 03824. UNH is committed to excellence through the diversity of its staff and encourages women and minorities to apply.

SRCD Notices

2003 SRCD Call for Submissions

Watch your mail this month for your copy of the 2003 SRCD *Call for Submissions*. The *Call* also will be available on the SRCD website (www.srcd.org). If you prefer to receive a hard copy of the *Call*, contact the Executive Office (Email: srcd@umich.edu, Fax: 734-998-6569; Tel: 734-998-6578) and request a copy. The preferred method of submitting for the 2003 biennial meeting is online since the review process will be electronic.

New Books by SRCD Members

Rex Forehand & Nicholas Long (2002). *Parenting The Strong-Willed Child.* (2nd ed.). New York: McGraw-Hill.

Nicholas Long & Rex Forehand (2002). *Making Divorce Easier on Your Child: 50 Effective Ways to Help Children Adjust.* New York: McGraw-Hill.

R. Keith Sawyer (2001). *Creating Conversations: Improvisation in Everyday Life.* Cresskill, NJ: Hampton Press.

Richard A. Warshak (2002). Divorce Poison: Protecting the Parent-Child Bond From a Vindictive Ex. New York: ReganBooks/HarperCollins.

Did You Know?

SRCD Members can now view online prepublished articles for *Child Development*. Go to the SRCD website (www.srcd.org), and click on: "Publications," "Child Development," "View Child Development Online" (Member ID and password required), and finally on "Prepublished Articles." A listing of forthcoming accepted manuscripts is displayed. You may view a PDF of the actual article by clicking on its title.

It should be noted that these are unedited versions of the articles and may differ slightly from the published versions. The articles are also copyrighted and may be cited as in press, but may not be quoted without permission. Articles may be copied for class use.

Announcing the New Memoirs Editor

Frances Degen Horowitz

Frances Degen Horowitz, president of the City University of New York's Graduate Center and a past SRCD President, has agreed to become the new memoirs editor for *Developments*. Dr. Horowitz is known for her studies of infant development, retardation in children, and evaluations of parent-child relationships.

She takes over the duties of assigning and reviewing memoirs, beginning this month, for a six-year term (2002-2008). We are pleased to welcome her as a contributor to the newsletter.

Obituaries

Richard Q. Bell died December 29, 2001 at Westminster Canterbury of the Blue Ridge. He was born on February 10, 1919 in Logan Utah. Prof. Bell completed his undergraduate studies at Utah State University and the University of Missouri. After serving as a major in the U.S. Army during WWII, he studied at Stanford, completing his Ph.D. in 1951 in clinical and developmental psychology. Much of his professional career was spent at NIMH where he served as Chief of the Infancy Program and later Chief of the Child Research Branch. In 1975 he joined the faculty of the University of Virginia as Professor of Psychology, Behavioral Medicine and Psychiatry, retiring in 1989. Dr. Bell's research was instrumental in changing the ways that mother-child relationships are viewed. Rather than asking how mothers affected their children, he asked how children affected their mothers, providing a major contribution to understanding family relationships. He had been a member of SRCD since 1946.

ANNOUNCEMENTS

Fulbright Scholar Program, sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs, is offering lecturing / research awards in some 140 countries for the 2003-2004 academic year. The competition opens March 1, 2002. For information, contact the Council for International Exchange of Scholars (CIES) at 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008-3009. Tel: 202-686-7877; Email: apprequest@cies.iie.org. Information and an online application are available on the Web at www.cies.org.

The Jean Piaget Society invites you to attend the 32nd Annual Meeting to take place in Philadelphia, Pennsylvania, June 6-8, 2002. For further information, please visit the Jean Piaget Society website http://www.piaget.org or contact: Eric Amsel, Department of Psychology, Weber State University, 1202 University Circle, Ogden, UT 84408-1202, e-mail: eamsel@weber.edu.

32nd Carnegie Symposium on "Building Object Categories in Developmental Time," June 7-9, 2002 at Carnegie Mellon University, Pittsburgh, PA. Invited leading scholars will speak on the mechanisms that underlie category formation and how they change with development. For information on registration and attendance, visit our web-site, www.psy.cmu.edu/categorydevelopment/, or contact Dr. Lisa Gershkoff-Stowe, gershkof+@andrew.cmu.edu or Dr. David Rakison, rakison@andrew.cmu.edu.

The Administration on Children, Youth and Families, U.S. Department of Health and Human Services, in collaboration with Columbia University's Mailman School of Public Health and the Society for Research in Child Development, announces Head Start's Sixth National Research Conference, "The First Eight Years: Pathways to the Future," to be held June 26-29, 2002 in Washington, DC. Registration information is available at http://www.headstartresearchconf.net. For questions regarding registration, please contact Bethany Chirico at bchirico@xtria.com or (703) 821-3090, ext. 261. For information regarding conference programming, please contact Dr. Faith Lamb-Parker at flp1@columbia.edu or (212) 305-4154.

The NIMH Conference on the Role of Families in Preventing and Adapting to HIV/AIDS will meet in Miami, Florida, July 24-26, 2002. For more information, visit their website (www.nimh.nih.gov/events/hivaids2002.cfm).

The International Society for the Study of Behavioural Development (ISSBD) will be meeting in Ottawa, Canada, August 2-6, 2002. Visit their website (www.issbd.uottawa.ca) for more information.

Early Childhood Research Quarterly invites submission of manuscripts for a Special Issue on Early Learning in Math and Science. Susan Golbeck and Herbert P. Ginsburg are Guest Editors. More information and a complete Call for Papers are available from the journal editor (Karen Diamond – kdiamond@purdue.edu) or Guest Editors (Susan Golbeck – golbeck@rutgers.rci.edu; Herbert P. Ginsburg – hpg4@columbia.edu). The deadline for submission of manuscripts is December 31, 2002.

Child and Youth Health 2003, 3rd World Congress and Exposition: May 11-14, Vancouver Convention and Exhibition Centre, Vancouver, Canada. For more information, visit the website (www.venuewest.com/childhealth2003) or contact Child & Youth Health 2003 (Tel: (604) 681-5226, Fax: (604) 681-2503, Email: congress@venuewest.com).

JOB OPENING

Department of Psychology
University of Pittsburgh

Postdoctoral Fellow, Department of Psychology at the University of Pittsburgh. We are seeking a postdoctoral fellow to join a research group on an NIMH funded Program Project study of risk factors for depression in children and adults. There are three individual projects in the overall effort: (Study 1) molecular genetics, (Study 2) psychophysiological correlates, and (Study 3) mother-child interaction. The postdoctoral fellow would participate directly in Study 2, research targeted at understanding the psychophysiological correlates of maladaptive behavior in adults who were diagnosed with depression as children and their offspring. Primary measures of interest include multi-site EEG and ERP responses to cognitive and affective challenge. Opportunities would also be available to collaborate with investigators from the other two active studies. The postdoctoral fellow's responsibilities include participating in the ongoing research, analysis and publishing from data already collected, and taking an active role in ongoing development of the project. Qualifications include a PhD in Clinical or Developmental Psychology and a strong background in data analysis. Send CV, statement of career interests, representative publications, and three letters of recommendation to Dr. Jeffrey Cohn, 614 OEH, 4015 O'Hara Street, Pittsburgh, PA 15260. Email to jeffcohn+@pitt.edu.

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Children and the Legal System

There are no legal definitions for what is considered a competent psychological evaluation. There are no legal definitions for who is qualified to perform a competent psychological evaluation. These criteria, procedures, standards and the measures used are left to the people who administer these agencies and these standards need to be set by our legislators and passed into mandatory law. The ABA, however, has developed standards for lawyers representing children in abuse and neglect cases.

SRCD Contact Information

Membership:
Tel: (734) 998-6524
Fax: (734) 998-6569
Email: admackay@umich.edu

Program & Newsletter:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: tetucker@umich.edu

Permissions & Exhibits:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: sekelley@umich.edu

Developments' Submission Guidelines

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" 10-pt font in Word or WordPerfect. A photo of the author or topic or both to accompany the article would be greatly appreciated.

Photographs: 300 DPI, grayscale, "tif" files only. If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you.

Ads: Contact Thelma Tucker (tetucker@umich.edu; 734-998-6578) for information and an order form.

Attention Student Members!

Student members of SRCD comprise an important group, representing the future of the study of child development. For this reason there is a need and desire to reflect the interests and concerns of the students to a greater extent in the *Developments*. Therefore, we provide a regular "Student Speaks" column. Although the Editor will solicit some columns, student members may also submit brief columns for consideration. This is not intended as a venue for research, but to provide an outlet for members' issues and ideas. Submissions should be of general interest, limited to 500 words or less, and submitted via email or attachment to pamreid@umich.edu. Please be aware that space is limited and that all submissions cannot be printed.

SRCD Developments

Editor
Pamela Trotman Reid
pamreid@umich.edu

Managing Editor
Thelma Tucker
tetucker@umich.edu

Memoirs Editor
Frances Degen Horowitz
fdhorowitz@gc.cuny.edu

The Newsletter is published four times a year: Circulation is approximately 5,500. The newslettter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:
December 1 for January issue
March 1 for April issue
June 1 for July issue
September 1 for October issue

For advertising rates--website display ads, classified or display ads for the newsletter--contact the SRCD Office or tetucker@umich. edu.

Governing Council

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SRCD

DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 45, Number 3 **July 2002**

Notes from the Executive Officer

The Brain-Behavior Connection

The second Learning and the Brain Conference that I have attended was held May 9-11 on the campus of MIT. The title of the conference was "Using Brain Research to Reach All Learners." The purpose of this series of conferences was to bring research findings, especially the new information and technologies that include knowledge of brain and central nervous system functioning, to educators and clinicians working with children, adolescents, and families. Both general and special education were included. The diversity of the disciplines and points of view presented were indeed refreshing.

In a keynote address, G. Reid Lyon addressed the topic "Reading Development, Difficulties and Intervention." Most of you know Reid as the Chief, Child Development and Behavior Branch, National Institute of Child Health and Human Development. He has played a key role in the formation and dissemination of Laura Bush's agenda concerning literacy and early learning. In this talk, his emphasis was on the complexity of the reading process, the roles played by parents, teachers, and the community, and the importance of very early intervention if a child's progress is lagging. His approach is comprehensive and draws from psychological, educational, and biobehavioral approaches to understand and facilitate reading.

Other sessions included a range of topics and speakers with different areas of expertise. Patricia Carpenter of

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Focus on...

Supervising Students' Use of the Web

Fred Rothbaum and Nancy Martland
Tufts University

This article is intended as a primer for faculty who want to address the Web in their courses but are not sure how to do so. Professors need to understand that the same criteria they use in evaluating conventional materials can and should be used in evaluating Web-based materials.

(cont. on p. 8)

Fred Rothbaum and Nancy Martland

Mark Your Calendar!

July	
23	Submissions postmark deadline for 2003 Biennial Meeting
26	SRCD Executive Offices move to new location
30	Online submissions deadline: 11:59 PM EDT
Sept	
6	Nominations deadline for candidates to Governing Council
Oct	
1	Membership renewal notices are mailed

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Program Committee Report

The 2003 Biennial Meeting Celebrates 70 Years of SRCD

Erika Hoff and Brett laursen
Florida Atlantic University
2003 Program Co-chairs

Plans are well underway for the 2003 biennial meetings in Tampa, Florida. The SRCD staff in Ann Arbor have been working on this 70th anniversary event for some time now, and their labors are bound to be appreciated by those attending the meeting. The biennial meeting will be 24 to 27 April 2003. Deadlines are 30 July 2002 for online submissions and 23 July 2002 for postmarked submissions.

As in the past, the meeting will consist of a submitted program and a two-part invited program. One part of the invited program is determined by the SRCD Governing Council and consists of submissions invited from the SRCD standing committees. Because this is an anniversary year, several special events sponsored by the History Committee are being planned. Watch for news about this portion of the invited program in the next issue of *Developments*.

The second part of the invited program is determined by the SRCD Program Committee and consists of invited addresses, master lectures, and symposia. For the Tampa meetings, seven invited addresses and six master lectures have been scheduled. Invited addresses will be delivered by Renée Baillargeon, Felton Earls, Lila Gleitman, Jacques Mehler, Lea Pulkkinen, Elizabeth Spelke, and Marcelo Suárez-Orozco. Master lectures will be delivered by Daniel P. Keating, Ann Masten, Charles A. Nelson, Mark S. Seidenberg, Laurence Steinberg, and Paul van Geert. Eight invited symposia have been scheduled on the topics of children and political violence (Ed Cairns and Gary Ladd, Chairs), developmental research with Latinos in the United States (Cynthia García Coll, Chair), peer aggression and victimization in schools (Sandra Graham, Chair), language and literacy in bilingual children (Rebecca E. Eilers and D. Kimbrough Oller, Chairs), new directions in personality development theory and research (William G. Graziano, Chair), developmental psychopathology in the postgenomics era (Robert Plomin, Chair), evidence-based reading reform (Robert E. Slavin and Steven Yussen, Chairs), and nutritional, environmental, and central nervous system contributions to functional isolation processes (Theodore D. Wachs and Betsy Lozoff, Chairs).

Erika Hoff

Brett Laursen

The SRCD Program Committee met in October 2001 to settle its portion of the invited program and to discuss the submitted program. Several changes were made to the submitted program. Perhaps most noteworthy, the review panels were reorganized and the review process for posters was revised. There are 22 panels to review submitted posters and symposia, organized by the domain of development and the population under study. Submitters should note that panel numbers may differ from previous years. Poster submissions will be rated as accept/reject, and panel chairs will make the final decision on acceptance when the two assigned reviewers disagree. We are grateful to the members of the Program Committee for their efforts: Roger Bakeman, Cathryn L. Booth, W. Andrew Collins, Sandra Graham, Brenda Jones Harden, Grazyna Kochanska, Jin Li, Kathleen McCartney, Charles A. Nelson, Paige Fisher (student representative), Lauren Fasig (ex-officio), John Hagen (ex-officio), and Ross Parke (ex-officio).

Between 5,000 and 6,000 attendees are expected at the Tampa meetings. Obviously, an event of this magnitude requires the concerted effort of many individuals. We especially want to recognize Executive Officer John Hagen and the talented SRCD staff in Ann Arbor: Suzanne Kelley, Angela Mackay, Jennifer Retter, Pat Settimi, and Thelma Tucker.

Late-April in Tampa is late spring, which means plenty of sunshine and warm weather. The greater Tampa area includes many attractive destinations, including beaches, museums, and amusement parks that are not easily accessible without a car. Fortunately, rental cars are plentiful and inexpensive. Downtown Tampa and Ybor City destinations, however, are within easy reach of taxi and streetcar. Please plan your visit accordingly. We look forward to a stimulating and enjoyable meeting.

Report from SRCD Washington Office

Welfare Reform

Rebecca Goodman, Coordinator
SRCD Office for Policy and Communications

The 1996 welfare reform law, *Personal Responsibility and Work Opportunity Reconciliation Act* (PRWORA), created important welfare programs that must be reauthorized before September 30, 2002. While welfare is always a controversial topic, much of the current reauthorization controversy is focused on childcare, a strong area of interest for SRCD members. Congress has been analyzing the mandatory work requirement under the Temporary Assistance for Needy Families (TANF) block grant. To receive TANF assistance, parents are obligated to fulfill a weekly work requirement.

While the growth of employment due to TANF is generally positive, increasing the number of welfare recipients receiving paychecks and job training, some members of Congress now wish to raise the work requirement. The recently passed House bill H.R. 4737, *Personal Responsibility, Work and Family Promotion Act*, renews the 1996 law and increases the work requirement from 30 to 40 hours per week. This increase is divided into 24 hours at work and 16 hours involved in training and/or other activities. Basing this on the success of working parents leaving welfare since 1996, Congress must realize that they have not always left for jobs that pay at or above the poverty line.

The proposed increased work requirement reduces the time parents have to spend with their children but does not provide adequate provisions for childcare. Realizing this lack of sufficient childcare funding, child development specialists and child advocacy groups became concerned that parents would not be able to afford childcare, especially in high quality settings.

Parents also realize that they are in a difficult position. High quality care is expensive and without government subsidies many parents will not be able to afford the best care for their children. If there is going to be a mandated increase in the number of hours a parent must spend outside the home, it is equally important for the government to provide resources for the children who will be left behind.

Rebecca Goodman

As the only federal source of funds dedicated to childcare, the Child Care and Development Block Grant (CCDBG) does not provide sufficient support for childcare assistance. When combined with TANF and the Social Services Block Grant (SSBG), only 2.4 million of 15.7 million eligible children in FY 2000 received childcare funding. When divided out, 1.87 million children received childcare funding through CCDBG. TANF and SSBG combined provided subsidies to 500,000 children. Thus only one in seven, or 15%, of eligible children received childcare assistance in FY 2000.

Parents are being placed on long waiting lists while some are not even informed that they are eligible for child care assistance, perhaps because there is no hope that they will see that assistance before their child is grown. Additionally, although Head Start is undeniably useful for low-income families, it is important for members of Congress to understand the distinction between child development programs and childcare.

Unfortunately not all members of Congress hear from their constituents regarding the pressing issue of welfare reform. Even more unfortunate is that members of Congress may not hear all the necessary details before a vote. Scientific research can impact the reauthorization of the welfare reform bill by providing members with the most recent and applicable findings on child health and development.

As the House has already passed their version of a bill reauthorizing welfare reform, in the coming months all eyes will be on the Senate. The Senate continues to hold hearings with testimony from government officials, welfare recipients, and other interested parties. Information on these hearings is described and updated monthly in the Washington Update, available under the Office for Policy and Communications link on the SRCD website.

Members in the Media

The **SRCD *Office for Policy and Communications*** is interested in highlighting our members who are featured in the news media for their work on various research-related topics. The following are submissions by our members and are presented according to affiliation, name and date of the media coverage, and title or brief description of the topic:

- **Larry Aber, Washington University:** *New York Times,* July 8, 2001: "How Many Poor Children is Too Many?"
- **Diana Baumrind, Elizabeth Owens, University of California-Berkeley:**

(cont. on p. 4)

MEMBERS IN THE MEDIA

The Washington Post, August 24, 2001: "New Study Gives Green Light to Occasional Spanking."

- **Tom Dalton, Cal Poly State University:** *The Tribune News.com,* March 25, 2001: "Researcher still learning in real world."
- **Pamela Davis-Kean, University of Michigan:** *Woman's World,* October 15, 2001: types of things parents can do to support their children's education and achievement.
- **Douglas A. Gentile, National Institute on Media and the Family:** *Cnn.com,* June 4, 2001: "Study: Media ratings systems need overhaul"; July 25, 2001: "Senate panel rates entertainment ratings."
- **George Holden, University of Texas at Austin:** *New York Times,* August 25, 2001: "Findings give some support to advocates of spanking."
- **Tasha Howe, Transylvania University:** *CNN's WebMD.com,* February 2001: children's aggression and harsh discipline at home.
- **Michael Lewis, UMDNJ-Robert Wood Johnson Medical School:** *Gifted Education Press Quarterly,* May 2001: "Effective identification of children for gifted education programming."
- **Michael Lewis, UMDNJ –Robert Wood Johnson Medical School**: *The Indianapolis Star*, December 16, 2001: "Lying all around: Not telling the truth is easy to hide for people who work at it, and many do."
- **Michael Lewis, UMDNJ –Robert Wood Johnson Medical School**: *Aqui Y Ahora (Here and Now)*, January 8, 2002: "Una Verdadera Mentira" (The Truth About Lying).
- **Michael Lewis, UMDNJ –Robert Wood Johnson Medical School**: *Good Housekeeping*, April, 2002: "Reinventing the Family Dinner."
- **Catherine Lord, University of Michigan:** *CNN.com,* June 15, 2001: "Panel wants children screened early for autism."
- **David Moore, Pitzer College**: *KBPS National Public Radio*, January 8, 2002: "The Dependent Gene."
- **Nancy Segal, California State University at Fullerton:** *Discovery Channel,* November 25, 2001: program on cojoined twins.
- **Arthur Reynolds, University of Wisconsin:** *The Washington Post,* July 25, 2001: "Dividends of Early Learning."

*We strongly encourage all members to report recent noteworthy mentions in local, state, or national magazines, newspapers, news broadcasts, radio spots, interviews, or articles published based on their research. Information may be e-mailed (*srcd@apa.org*) or faxed (*(202) 336-5953*) to the Office for Policy and Communications.*

JOB OPENING

Chair, Department of Human Development
University of Maryland

The Department of Human Development/Institute for Child Study at the University of Maryland invites nominations and applications for the position of Chair. Recognized as a national leader in research on human development and learning, we seek an individual who supports the mission of the department. Faculty engage in research focusing on human development and learning, and study cognitive, social, emotional, and moral development; human psychobiological functioning; motivation; mathematical and literacy skills; and early childhood education, policy, and intervention. Doctoral specializations are offered in developmental science, educational psychology, and human development. Masters programs are offered in human development and early childhood. An undergraduate major is available in early childhood teacher education. The department administers the Center for Young Children that has a research, practice, and training mission.

Qualifications for the position include: Doctorate in human development, educational psychology, developmental psychology, or related field; record of publications and external funding commensurate with appointment at rank of professor; administrative experience as department chair, associate dean, or other comparable experience. The ideal candidate will demonstrate interest in and enthusiasm for promoting the academic and professional development of students. A full position announcement can be found at: www.education.umd.edu/news/vacancies/edhdchair.html.

Candidates should submit a letter of application addressing the qualifications noted above, a current curriculum vita, representative publications, and names, addresses, and telephone numbers of three persons from whom letters of reference may be requested. Nominations and applications should be forwarded to: Philip J. Burke Ph.D.• Human Development Chair Search Committee • Room 1308 Benjamin Building • University of Maryland • College Park, Maryland 20742 • Voice: 301-405-6515 • FAX: 301-314-9158 • Email: pburke@educ.umd.edu. Review of applications will begin immediately and continue until the position is filled. For best consideration, please submit by September 9, 2002. Position appointment will be effective July 1, 2003.

Call for Nominations

The Society is seeking nominations for President-Elect, Secretary, and two Members-at-Large of Governing Council. Those elected will take office immediately after the 2003 Biennial Meeting. We invite you to nominate full members of SRCD to serve in these roles. The President-Elect serves on Governing Council for six years, two years as President-Elect, two years as President, and two years as Past President. The Secretary and Members-at-Large of Governing Council each serve six-year terms.

Candidates for Governing Council

- In keeping with the Society's commitment to interdisciplinary leadership, the President must be from a discipline other than psychology every third election. For this election, however, there are no restrictions on discipline and all full members of the Society are eligible.

President-Elect

1. _____
2. _____
3. _____

- A new Secretary will be elected for a six-year term. The nomination is unrestricted and all full members of SRCD are eligible. This is a key position for the Society, and you are encouraged to nominate individuals who would be interested in making a substantial contribution to SRCD for this time period.

Secretary

1. _____
2. _____
3. _____

- The nominations for Members-at-Large of Governing Council are unrestricted. All full members of the Society are eligible, and you are encouraged to consider those from the many disciplines represented and to give thought to minority participation in the governance of the Society. Two Members-at-Large will be elected.

Members-at-Large

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Candidates to serve on Governing Council may be sent to
Michael Rutter, Chair, SRCD Nominations Committee

Email: j.wickham@iop.kcl.ac.uk
Fax: 44-207-848-0881

Mail: Box P080, Soc Gen Dev Psychiatry Research Ctr, Institute of Psychiatry, De Crespigny Park, Denmark Hill, London SE5 8AF, UK)

Deadline for receipt of candidates is: September 6, 2002.

MEMOIRS

Donald J. Cohen, M.D.
1940-2001

Donald Cohen professor of child psychiatry, pediatrics, and psychology and Director of the Child Study Center at Yale University, died of cancer on October 2nd, 2001; he was 61 years old. A native of Chicago Dr. Cohen attended Brandeis University before receiving a Fullbright Scholarship for study at Cambridge University. He subsequently attended medical school at Yale before completing training in adult and child psychiatry at Harvard. He then returned to a faculty position at Yale. Throughout his professional life Donald was actively involved in the field of child development as a researcher, clinician, teacher, and advocate for children.

As an undergraduate Donald worked with Gardner Lindsey and his first publication, "Justin a Child's Social World" appeared in *Child Development*. The author of over 400 papers and chapters, he also edited and authored a number of books on autism including the 1st and 2nd editions of the *Handbook of Autism*. His research interests included autism and Tourette's Syndrome, the development of twins, the neurochemical aspects of brain development and, more recently, the effects of trauma on children. His work included the development of new pharmacological treatments as well as innovative studies of brain development.

In 1970 Donald became a special assistant to Edward Zigler, who at the time was Chief of the Children's Bureau and Director of the Office of Child Development (now the Administration for Children, Youth, and Families). He worked on a number of important issues including Head Start's first performance standards, the Nation's first day care standards, the mental health component of Head Start, and various issues surrounding the possible overuse of psychotropic medications in children.

Throughout his career Donald was an active advocate for children and their families. In the first years of his career he repeatedly emphasized the neurobiological basis of autism as an antidote to the views of those who had earlier attempted to blame parents for the condition. He was active as a member of the professional advisory boards for both the Tourette's Syndrome Association and the Autism Society of American. Throughout his professional life he was committed to the notion that research and clinical care were necessarily interrelated. A gifted clinician he constantly made himself available to families.

In recent years Donald was very active in developing a program for bringing knowledge of child development principles to members of the police. This interest grew out of his long-standing interest in the effects of violence on children and the ways children were affected by the television reports of the Gulf War. He was active in the attempts to bring Israeli and Palestinian mental health workers together to focus on the needs of children in the Middle East; he was instrumental in organizing the first child psychiatry journal in Arabic. As president of an international child psychiatry organization he actively fostered collaborations between investigators and clinicians from around the world. His work came to involve an interdisciplinary network of collaborators from Italy, France, the Netherlands, the United Kingdom, Germany, Russia, Turkey, Israel, Egypt, Brazil, Chile, China, Taiwan, Japan and Korea, among other countries.

Donald faced his final illness with remarkable courage and equanimity. He is survived by his wife, four children, and five grandchildren as well as by his mother. We mourn his passing and grieve his absence. He will be dearly missed.

Fred R Volkmar MD
Edward F. Zigler PhD
Yale University

Notes from (cont. from p. 1)

Carnegie-Mellon talked about "brain styles" and drew from research on perception, cognition, and individual differences. Several presenters drew from brain research to bring understanding to learning disabilities and attention deficit/hyperactivity disorder. On a very different theme, Richard Lerner talked about brain, biology, and behavior, and how we can integrate information across these domains to understand better culture and civic involvement in youth. John J. Ratey, who wrote *A User's Guide to the Brain*, discussed the basic structure and chemistry of the brain and how systems shape perceptions and actions. I served as chair of a session on learning disabilities and differences and presented my work utilizing a learning strategies approach for teens and university students with learning problems. The audience response was enthusiastic and questions more than filled the allotted time. There were also many exhibitors, who were selling books, disks, inventories, and providing

(cont. on p. 8)

MEMOIRS

Alberta Engvall Siegel
1931 - 2002

Alberta Engvall Siegel died on November 3, 2001, of cancer at her home in Menlo Park, California. She left a legacy of contributions to Stanford University, where she earned all her degrees and where she was a faculty member for almost forty years; to the Society for Research in Child Development (SRCD), where she played an important role in establishing a relationship between child development research and social policy; and to her family and many friends.

Alberta and her three sisters were all born in Pasadena. While attending high school there she quickly became a champion debater and had her own radio show. She entered Stanford at age 16 years with the intention of pursuing a bachelor's degree in anthropology. Faculty there encouraged her to study child psychology, and she earned her bachelors degree in 1951, followed by a master's in 1954 and her doctorate in 1955 at age 23. Lois Meek Stolz was one of her major mentors and a life-long friend. Alberta's dissertation was conducted at Stanford's Village Nursery School, where she used filmstrips of comic characters to demonstrate either nonagressive behavior or aggressive behavior. Those children who viewed the former subsequently engaged in proactive play while those who viewed the latter chose toys conducive to violent play. This study set the stage for the subsequent study of children and television viewing.

Alberta married Sidney Siegel, author of *Nonparametric Statistics*, in Santa Barbara in 1954. They moved to Pennsylvania State University, where both held faculty positions. Both served as Fellows at the Center for the Advanced Study in the Behavioral Sciences in 1961-62. Alberta was nominated for an additional year following Sidney's untimely death in November 1961. She remained at Stanford, until her retirement in 1999. In 1963 she became a faculty member in the Department of Psychiatry and Behavioral Sciences and in 1969 was the first woman to obtain a tenured professorship in the Stanford Medical School. She held many positions at Stanford, including the associate deanship of undergraduate studies, and chair of the appointment and promotions committee. A fellow of the American Psychological Association, Alberta also served on three study sections concerning maternal and child health and developmental problems for the National Institutes of Health and on several other national commissions.

In 1969 Alberta was appointed to membership on the U.S. Surgeon General's Scientific Advisory Committee on children's social behavior and television. The resulting report, issued in 1972, had a profound influence on the debate concerning the impact of viewing aggression on children's behavior and subsequent development. Her research and writing continued in this area, and she became a leading spokesperson for the reform of commercial programming for children.

Alberta served as editor of the journal, *Child Development*, from 1964-1968, a period of unparalleled growth in the field. During her term of service the journal became known for publishing research with a strong scientific basis, and the influx of manuscripts led to a high rejection rate and a correspondingly high level of quality.

Alberta played a major role in the SRCD's renewed commitment to social and public policy in the mid 70s. She served first as chair of the study group on child development and social policy (1975-77), and then chair of the Committee on Child Development and Social Policy (1979-83). During this time she played a key role in obtaining funding for the Congressional Fellows program, and then served as the first chair of the selection committee for the fellows. SRCD bestowed upon Alberta the "Award for Distinguished Contributions to the Society" at the Albuquerque biennial meeting in 1999.

Alberta Siegel combined two worlds, as a scholar and as a citizen who was dedicated to making the world a more habitable place. She served as Chair of the Supervising Committee of Stanford's Bing Nursery School, which became a model for nursery school programs throughout the country. Alberta was an active leader in establishing the Palo Alto Senior Citizens program, a long-term program that provides stimulation for housebound, socially isolated adults. She was also a member of the children's Health Council in Palo Alto, a program that brought financial and other support to children with serious health problems and that has now been in operation for several decades.

She is survived by her son Jay, her daughter-in-law Linda, her granddaughter Sydney, and three sisters, Ruth Anne Barton, Portia Oldmen, and Elizabeth Newcomb, who live in California. She will be remembered for her devotion to family and friends, her commitment to children and to others, and her enduring sense of humor.

John W. Hagen
Harold W. Stevenson
University of Michigan

NOTES FROM THE EXEUTIVE OFFICER (CONT.)

(cont. from p. 1)

demonstrations; the exhibit area was always crowded.

I believe that this sort of conference plays a major role in bringing together researchers, policy persons, and practitioners, and we have an obligation to be involved when asked. I would be interested in the ideas of the SRCD members as to whether we should explore sponsoring or co-sponsoring workshops, conferences, or special sessions at other meetings where our members could share their expertise, as well as any materials that have resulted from their work. Our biennial meetings are aimed at a very different audience and have a specific focus, and this is, of course, how our meetings should be. But there may be ways to try other formats on much smaller scales. In a regional meeting we could include professionals interested in particular applied areas of child development. Your thoughts on this issue are welcome!

John Hagen
Executive Officer

Focus on (cont. from p. 1)

One way to make it easier for students to find Web-based materials and for faculty to provide guidance to students is to direct students to trustworthy sites. Toward this end, we have created a portal called the Child & Family WebGuide (www.cfw.tufts.edu). The WebGuide lists, describes, and evaluates about 200 trustworthy Web sites that contain research-based information on children and families using the evaluation criteria described by Martland (2000).

Here we pose and answer a number of questions from faculty whom we have interviewed about their students' use of the Web.

How would you suggest that I begin to use the Web?
Prescribe, don't proscribe. In your syllabus, clearly state that it is OK to use the Web but require that students establish the credibility of their sources using the criteria of quality web sites listed above, and that *they cite their*

(cont. on p. 9)

JOB OPENING

Director, Office for Policy and Communications
SRCD

The Society for Research in Child Development is seeking a qualified professional to manage and direct the activities of its Washington-based Office for Policy and Communications. The Director represents the Society through participation in coalitions, science and social policy education, and science advocacy activities. This position requires the development and maintenance of relationships with congressional offices, federal agency officials, and representatives from other scientific societies. As the SRCD representative, the Director conducts communications activities and acts as the Society's main point of contact with the media. The Director is also responsible for managing the SRCD Fellowship program and for developing funding opportunities.

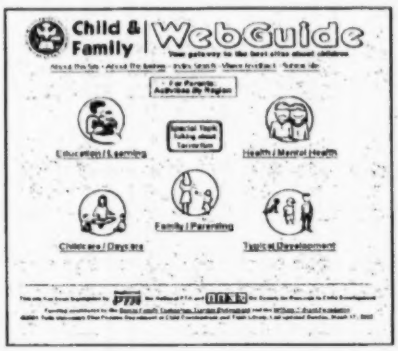
Requirements include: a doctorate in psychology, human development, or a closely allied field; in-depth knowledge of the legislative/regulatory affairs process; and an interest in social and science policy. A minimum of two to three, and preferably five, years of postdoctoral work experience; including experience in the policy arena. The candidate must have experience working in a variety of professional settings, demonstrated skills working collaboratively with others, excellent communication and presentation skills, grant writing and fundraising experience, and management and budgeting skills.

Please fax, mail, or e-mail vita and cover letter referencing the position to: OPC Director Search, Society for Research in Child Development, Attn: Human Resources/#25-02, 750 First St., NE, Washington, DC 20002; Fax: 202-336-5501; E-mail: jobs@apa.org.

The Society for Research in Child Development is an Equal Opportunity Employer.

FOCUS ON . . .

(cont. from p. 8)



sources, including URLs. You should also list one or two portals that you consider reputable starting points for finding research-based materials (e.g., the WebGuide—www.cfw.tufts.edu).

What is the general quality of the material on the Web? Is most of the material trustworthy?
To the extent that students use the Web to access databases, usually through university library access, the material they find is obviously trustworthy.

Do Web sites have advantages over conventional materials?
The main reason that students use the Web is that information can be obtained very quickly—simply typing a term(s) (e.g., attachment, self esteem, object permanence) or author's name into Google (we believe this is the most useful search engine for research purposes) will instantly yield several relevant sites.

Do Web sites have disadvantages?
Yes, Web sites are not usually peer reviewed. Moreover, they generally provide summaries of research rather than original reports (although many journals are currently available online, many still are not) and, as a result, often lack depth. It is also not unusual to find questionable material from unverifiable sources which students may not recognize as such, unless they have been taught to do so.

How can I be sure that students won't plagiarize material from the Web?
Plagiarism may be a more serious issue with Web sources, because it is so easy to cut and paste from a Web document into another document. We believe the best way to decrease the chances that students plagiarize materials from the Web is to guide their use of Web-based materials. You should be very clear to your students that plagiarism of Web material is no different than plagiarism of books or journals and will be dealt with in the same way. Requiring full citation of Web sources, including URLs, is one way to discourage plagiarism. If you suspect that a student has copied material from a Web source, simply typing the sentence into Google may confirm your suspicions by locating its source.

What form should my students use in citing Web sources?
There are several conventions, but we recommend APA's complete style guide for citing electronic resources (http://www.apastyle.org/elecgeneral.html).

How can I teach my students to find the most credible sites"?
One of our favorite tricks is to type in the word "reference" along with the substantive term for which we are seeking information. This makes it highly likely that the sites listed will contain research-based information. This does not guarantee quality information—even though we use this and other tricks, less than 20% of the sites we examine pass our screening process and less than 20% of those pass our evaluation (i.e., are listed on the WebGuide).

Besides the WebGuide, are there other portals that I should use to find sites with child development research?
The following portals are very trustworthy and list many quality sites: www.healthfinder.com; www.cyfernet.org; www.parentingresources.ncjrs.org. We also encourage reliance on http://www.askeric.org/Eric/, www.nichd.nih.gov, www.aboutourkids.org and www.zerotothree.org

What is the future of the WebGuide?
The WebGuide is generously funded by the William T. Grant Foundation for several years.

References
Martland, N. (2001). *Expert criteria for evaluation the quality of Web-based child development information*. Unpublished doctoral dissertation, Tufts University, Medford.

BIENNIAL MEETING EVENT

2003 Student "Lunch with the Leaders"

The following people will be serving as "leaders" for the traditional SRCD student "Lunch with the Leaders" at the biennial meeting. The luncheon will be held on Friday, April 25, 2003.

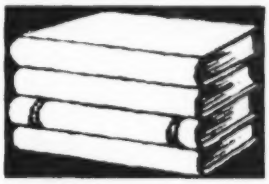
Marcelo Suárez-Orozco	Paul van Geert	Mark Seidenberg
Renee Baillargeon	Charles Nelson	Bill Graziano
Tony Earls	Ann Masten	Betsy Lozoff
Dan Keating	Cynthia Garcia-Coll	Ted Wachs
Elizabeth Spelke	Ed Cairns	Sandra Graham
Lila Gleitman	Gary Ladd	Vonnie McLoyd

Please visit the SRCD website (www.srcd.org) for a brief biographical sketch on each leader. This is the first time that SRCD has presented the list of "leaders" with whom students may share lunch. We hope that this format is more pleasing than the previous system. Note that there is a limit on the number of attendees, and we accept reservations on a first come, first served basis. If you are a student, please register to attend. If you are a full member, please encourage your students to attend.

Member News

New Books by SRCD Members

David Freides (2001). *Developmental Disorders: A Neuropsychological Approach*. Oxford: Blackwell Publishers.



We're Moving!

On **July 26, 2002**, the Executive Offices of SRCD will move to:

3131 S. State Street, #302,
Ann Arbor, MI 48108-1623

Our phone and fax numbers, email addresses, and website will all remain the same. Please note that for a couple of days after the move, you may be unable to reach us. But do not despair we will be at your service as soon as possible.

Announcements

National Study on New Parents Releases Data: Researchers at Princeton and Columbia Universities are releasing to the public data from interviews with the parents of nearly 5,000 children born between 1998-2000. The Fragile Families and Child Wellbeing Study— part of a five-year, $17 million research effort— follows a nationally representative sample of nonmarital births to learn more about the capabilities and conditions of

Milestones

Passages

Judy Rosenblith, an SRCD member since 1957, and her husband, Walter, celebrated their 60th wedding anniversary and Walter celebrated his 88th birthday in September 2001. Both grand accomplishments! Sadly, Walter Rosenblith, a former MIT provost who pioneered the use of computers and mathematical models in the study of the brain, recently passed away. Our condolences to Judy.

Missing...

Rodney R. Cocking, Ph.D., Cornell University (1971), was reported missing in February. A longtime member of SRCD and assistant director of Behavioral Sciences at the National Science Foundation, Dr. Cocking's expertise is in language development and public policy. Murder is alleged and a suspect has been arrested. He was 59 years old.

Deaths

Peter W. Jusczyk died of a heart attack on August 23, 2001 while attending a conference in Pacific Grove, CA. He was 53 years old. Dr. Jusczyk received his master's degree in 1971 and his Ph.D. in Psychology in 1975 from the University of Pennsylvania. He taught at the University of Oregon, Dalhousie University (Halifax, Nova Scotia), and the State University of New York at Buffalo prior to joining the faculty of Johns Hopkins in 1996. At Johns Hopkins he directed the Infant Language Research Laboratory and taught psychology and cognitive science. His pioneering studies advanced our understanding of how and when babies develop language. Peter Jusczyk began his SRCD membership in 1973 and maintained it until his death.

Robert H. Poresky, associate professor in the Family Studies and Human Services Department at Kansas State University, died November 13, 2001 following a brief illness. Dr. Poresky received his M.A. (1967) and Ph.D. (1969) in Child Development and Family Relations from Cornell University. From 1968 to 1972, he was a research associate at Cornell in early childhood education. He then joined the faculty at Kansas State University in the College of Home Economics, serving as Acting Department Head from 1979 to 1980. In 1990 he became director of the Computer Assisted Telephone Interviewing Laboratory for the College of Human Ecology. His research examined the bond between children and pets and the effect of that bond on child development. More recently his work involved the assessment of drug and alcoholism rehabilitation programs and the state safety belt study. Robert was a member of SRCD from 1976 until his death.

Derrald Vaughn died of multiple myeloma on July 28, 2001 at the age of 60. He completed a B.A. in English and an M.A. in psychology at Humboldt State University. In 1969 he received his Ph.D. in developmental psychology from The Ohio State University. During his teaching career, Dr. Vaughn taught at the University of Colorado in Boulder, The City University of New York in Queens, and Bethany College in Scotts Valley, CA. Derrald not only served the educational community but was committed to his Christian values and served as a pastor of music, counseling, and/or Christian education in the communities where he resided. He joined SRCD in 1972 and was a member until his death.

ANNOUNCEMENTS

new, unwed parents and their children. These data are the results of initial interviews conducted shortly after the birth of a child. The research team, led by Sara McLanahan of Princeton University and Irwin Garfinkel of Columbia University, note that their study includes a large sample of unwed fathers. For more information, visit their website at www.crcw.princeton.edu/fragilefamilies.

The National Center for Children in Poverty (NCCP) at Columbia University suggests that you visit their websites for the latest NCCP news and publications: http://cpmcnet.columbia.edu/dept/nccp/index.html or http://cpmcnet.columbia.edu/dept/nccp/main10.html

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Call for Papers: *Early Education & Development*, Special Topic Issue: Vygotskian Perspectives in Early Childhood Education: Translating Ideas into Classroom Practice
Guest Editor: Adam Winsler (George Mason University). Submissions will follow the journal's regular blind review process; the Special Issue Editor and Journal Associate Editor will make all acceptance decisions. Manuscripts submitted must strictly conform to the formatting and writing style requirements of APA *Publication Manual* (5th edition). Electronic submissions (in MS Word format—specify special issue) should be sent to: pdm2e@virginia.edu. Hard copy submissions (4 copies) should be sent to: Early Education and Development, Special Issue: Vygotskian Perspectives in Early Childhood Education, University of Virginia, P.O. Box 400267, 147 Ruffner Hall, Charlottesville, VA 22904. Submission Deadline: September 1, 2002. For additional information, contact Adam Winsler, Department of Psychology, George Mason University, Fairfax, VA 22030; tel. (703) 993-1881, awinsler@gmu.edu.

Pennsylvania State University Annual Family Symposium, October 10-11, 2002. Theme: Family Life Challenging for Low-Income and Working Poor Families. For further information and registration materials, please visit our web site at www.pop.psu.edu/events/symposium/2002.htm. If you have additional questions, please contact Ann Morris at amorris@pop.psu.edu; tel (814) 863-6607; fax (814) 863-8342.

American Association of Children's Residential Centers will host their 46th Annual Meeting at the Four Seasons Hotel in Vancouver, BC from October 16-19, 2002. The theme will be, "Navigating Toward True North: Leadership in Changing Times." For more information, please contact us at info@aacrc-dc.org or 301-738-6460 or visit our website at http://www.aacrc-dc.org.

Risk and Resilience: Protective Mechanisms and School-Based Prevention Programs, October 25-27, 2002. Organized by: Judge Baker Children's Center and the Devereux Foundation and Sponsored by: U.S Department of Health and Human Services, Substance Abuse & Mental Health Services Administration (SAMHSA). Venue: The University Park Hotel @ MIT, Cambridge, MA. Contact Info: 610-542-3090 or www.riskandresilience.com.

The National Council on Family Relations (NCFR) will hold its Annual Conference November 21-24, 2002 in Houston TX. Preconference workshops will be held on November 19-20, 2002. More information can be found on the NCFR website: www.ncfr.org/conference_info/index.asp.

Velma E. Schmidt Fall Conference, "Looking Ahead: Developing Bright Futures for Young Children," featuring Dr. David Dickinson, early childhood expert, and Chauncey Veatch, 2002 National Teacher of the Year, will be held at the Gateway Center, University of North Texas, Denton, TX, December 6, 2002. For more information call (940) 565-4477.

ISSBD Meeting: The 18th Meeting of the International Society of Behavioural Development (ISSBD) will be held in Ghent, Belgium, July 11-15, 2004. For more information, please contact Leni Verhofstadt-Denève (issbd@rug.ac.be).

Classified Ads

CALL FOR PAPERS: The *Journal of Adolescence* is planning a Special Issue on the topic of "Video Games and Public Health Issues." The Journal is particularly interested in manuscripts that report new empirical research studies. For more information about editors, topics, submissions, and deadline, go to the following website: http://www.psychology.iastate.edu/faculty/caa/Call_for_papers.html.

Youth Development Research Position, UC Davis: The 4-H Center for Youth Development at the University of California, Davis announces two applied research positions that focus on youth development (both with variable FTE from 50%-100%). Submit a letter of interest (including desired FTE appointment), curriculum vitae, official transcripts (if within five years of degree), samples of scholarly work, and contact information for three references to: Jeri Sorensen, Academic Services Specialist, Department of Human and Community Development; University of California; One Shields Avenue; Davis, CA 95616. Review of application materials will begin on June 24, 2002, and continue until the position is filled. For more information, call Dr. Stephen Russell at (530) 752-7069. The University of California is an affirmative action/equal opportunity employer.

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Fax: (734) 998-6569
Email: sekelley@umich.edu

Developments' Submission Guidelines

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" 10-pt font in Word or WordPerfect. For a one-page article, plan to submit 750 words. Your photo or a photo related to the topic or both would be greatly appreciated.

Photographs: Please submit 300 DPI, grayscale, "tif" files only. If you do not have a scanner to produce the photo quality we need, loan us your photo. We will scan it for our use, and then return it to you.

Ads: Contact Thelma Tucker (tetucker@umich.edu; 734-998-6578) for information and an order form.

Attention Student Members!

Student members of SRCD comprise an important group, representing the future of the study of child development. For this reason there is a need and desire to reflect the interests and concerns of the students to a greater extent in *Developments*. Although the Editor will solicit some columns, student members are encouraged to submit brief columns for consideration. This is not intended as a venue for research, but to provide an outlet for members' issues and ideas. Submissions should be of general interest, limited to 500 words or less, and submitted via email or attachment to pamreid@umich.edu. Please be aware that space is limited and that all submissions cannot be printed.

SRCD Developments

Editor
Pamela Trotman Reid
pamreid@umich.edu

Managing Editor
Thelma Tucker
tetucker@umich.edu

Memoirs Editor
Frances Degen Horowitz
fdhorowitz@gc.cuny.edu

The Newsletter is published four times a year. Circulation is approximately 5,500. The newsletter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:
December 1 for January issue
March 1 for April issue
June 1 for July issue
September 1 for October issue

For advertising rates--website display ads, classified or display ads for the newsletter--contact the SRCD Office or tetucker@umich. edu.

Governing Council

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Ex Officio ..... John W. Hagen

SRCD DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 45, Number 4 October 2002

Notes from the Executive Officer...

Bringing the Research and Head Start Communities Together

The Sixth National Head Start Research Conference was held in Washington, D.C., June 26-29, 2002. The conferences, held every other year, in the off year of the SRCD Biennial Meeting, are conducted under a contract from the Administration for Children and Families, the U.S. Department of Health and Human Services, in collaboration with the Mailman School of Public Health at Columbia University and the Society for Research in Child Development. I have served on the executive and program committees for all six conferences and have watched them grow from an attendance of around 300 to almost 1,000 registrants, representing the research community, the national and state Head Start communities, and many other constituencies as well. Members of SRCD have served as presenters and audience members, increasingly so over the years.

This conference was by all accounts the most successful. Our opening session featured James J. Heckman, the Henry Schultz Distinguished Professor of Economics at the University of Chicago, and recipient of the 2000 Nobel Prize in Economic Sciences, and Ann Crittenden, award winning journalist and commentator, as the moderator/ discussant. Dr. Heckman's talk was titled "Human

(cont. on p. 10)

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Focus on...

The National Child Study

Willa M. Doswell, Assistant Professor
University of Pittsburgh School of Nursing

In 1998, the President's Task Force on Environmental Health Risks and Safety Risks to Children proposed conducting a national longitudinal study to examine environmental influences (physical, chemical, biological and psychosocial) on the health and development of children. This was followed by the authorization by Congress of the Children's Health Act of 2000 that directed the National Institute of Child Health and Human Development to create a collaboration among governmental agencies to design and spearhead the conduct of a national study. This resulted in the creation of the National Child Study, (NCS), as a collaborative effort of the U.S. Department of Health and Human Services, the Center for Disease Control, the National Institute of Environmental Health Sciences, and the U.S. Environmental Protection Agency. The rationale behind the study was that compared to adults, children have increased vulnerability to environmental health risks due to children's

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Mark Your Calendar!

Nov.	
1	Voting begins on SRCD website for 2003 Governing Council officers and members-at-large—**watch for email notification**
Dec.	
1	Membership renewal deadline to prevent lapse in receipt of journals
Jan.	
10	Deadline: 2003 Governing Council election
Feb.	
14	**Earlybird** Biennial Meeting REGISTRATION deadline—to receive a program book by mail
Mar.	
23	Biennial Meeting HOUSING deadline

Students Speak

Millennium Fellows Program

Paige Fisher
Student Rep., Program Committee
Stephanie Jones
Student Rep., Policy & Communicatins Committee
Amie Lapp
Student Rep., Ethnic & Racial Issues Committee

There are many reasons to be excited about the Biennial Meeting of the Society for Research in Child Development in Tampa this April. For the SRCD community, one reason stands out in particular. This meeting will be the third that has supported, and included in its program of events, the Millennium Fellows Program (MFP). In 1999 Frances Degen Horowitz and LaRue Allen developed the MFP as a vehicle to encourage and support undergraduates from underrepresented groups to pursue graduate work in child development and other related disciplines. The overall goal of the MFP is to increase the numbers of underrepresented minority students pursuing careers in fields of child development through association with and participation in SRCD.

As described in a recent issue of *Developments* (Zepeda, 2002, *45*(2), 2), the MFP offers minority students who are selected as Fellows both Junior and Senior Mentors to provide guidance and support for students' pursuit of educational and professional goals in human development. Through participation in the MFP, students are given the opportunity to attend the SRCD Biennial Meeting as well as preconference activities and field trips. The MFP facilitates valuable exposure to the field of human development and encourages interaction among attending Fellows, Mentors, and other professionals.

This program is a wonderful opportunity for advanced researchers and researchers in training to contribute to the development of young, enthusiastic students considering a career in child development. As this field can be somewhat confusing and daunting, the guidance of invested, concerned mentors, both at the senior and junior "in training" levels, can make an immense difference in students' decisions to pursue a career in this field. For many past fellows, this experience helped them focus their goals and take clear steps to enter the field of child development research. As described by one former fellow, "I have applied and been accepted to…graduate school, but I have deferred to fall 2001. I would have never thought of myself as grad school material, but the program with you guys, along with my professor who told me to apply, really helped me believe in myself." It is clear that their relationships with their mentors, and with each other, created an invaluable sense of camaraderie and support. Another former Fellow described her experience this way, "It was refreshing to see and meet other fellows with similar questions and goals…after the conference I felt that much more secure in my decision to stick with my field and to continue to pursue this avenue of research."

"…1999 and 2001 Fellows and Junior and Senior Mentors…described their attendance at the SRCD Meeting as a pivotal moment in their personal and professional development."

A total of 43 fellows have participated in the program to date, 20 in the 1999 program at the biennial meeting in Albuquerque, New Mexico, and 23 in the 2001 program at the biennial meeting in Minneapolis, Minnesota. In the spring of 2001, the Ethnic and Racial Minority Issues Committee of SRCD surveyed the 1999 and 2001 Fellows, and Junior and Senior Mentors about their experiences with the program. Respondents offered positive feedback about their experiences and have described their attendance at the SRCD Meeting as a pivotal moment in their personal and professional development. Several Fellows from 1999 reported they were pursuing graduate work in the fields of psychology and education. Indeed, all of the former Fellows who responded to the survey described some form of higher education as part of their future career plans, including graduate work in child development and other related fields, such as teaching and clinical and/or counseling psychology. As one Fellow described, "Being a fellow was especially influential to me because I was attending a community college at the time. I had desire but very little direction. My experience as a fellow has put me on an exciting path…"

In its third program year, the MFP is continuing to grow and develop. A consistent theme garnered from the Fellows' surveys was the importance of the relationship between fellows and mentors. Participants in both roles requested further structure and assistance in strengthening the relationships between fellows and mentors at the conference itself and beyond. To this end, the Ethnic and Racial Minority Issues Committee has developed concrete guidelines that will further clarify roles and increase structured communication between fellows and their mentors. For example, a listserve has recently been created so that members of the Committee, fellows, and mentors can communicate about issues in child development research, policy and/or practice, post announcements, and provide support for one another.

Undoubtedly, the program will continue to change and grow as it benefits from the involvement of additional fellows

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Report from SRCD Washington Office

Implications of Policy

Rebecca Goodman
Office of Policy & Communication

One of the most interesting aspects of working in Washington is the opportunity to hear different perspectives on the same issue. For example, how does the reauthorization of welfare reform affect adolescents, young children, mothers, and fathers differently?

With an increase in the work requirement from 30 to 40 hours, there is a simultaneous need for increased childcare and childcare subsidies. This impacts the entire family. Parents are away from home for longer periods of time, adolescents spend more time alone or unobserved, and younger children spend more time in childcare arrangements. While mothers may react positively to receiving paychecks, such positive outcomes are not always transferred to their children. While adolescents suffer from behavior problems, children who are left in low quality childcare situations are not receiving the necessary motivation they require for healthy development. Men are impacted differently as stricter laws are forcing them to be financially responsible for their children. We begin to realize that one piece of legislation, increased work requirements for parents receiving TANF dollars, influences the lives of every family member in various ways.

It becomes immensely more difficult to take a step back to examine the implications of policy on these different populations. It's not always enough to know how one specific group will be affected by a policy. We need to examine how each piece of legislation in turn will impact the lives of men and women of varying ages, levels of education, and ethnicities, among other factors. Without reviewing such research, policymakers run the risk of negatively influencing populations *unintentionally*.

One can always find dedicated individuals who are willing to come together in support (or not) of the same policy. It is important to remember that those supporters are not always the ones we imagine. Instead of relying on the child development groups, sometimes we need to join forces with the juvenile justice, education, or parent groups. Understanding the impact of research on policy is step one in this process, with relating that research to policy closely following. Our next step is to open our eyes wider and realize our closest allies are not always who we think they will be.

Rebecca Goodman

Members in the Media

Send recent noteworthy media mentions to Rebecca Goodman: srcd@apa.org

The **SRCD *Office for Policy and Communications*** is interested in highlighting our members who are featured in the news media for their work on various research-related topics. The following are submissions by our members and are presented according to affiliation, name and date of the media coverage, and title or brief description of the topic:

- **Jeanne Brooks-Gunn, Columbia University**: *New York Times*, July 17, 2002: "Study Links Working Mothers to Slower Learning."
- **Chuansheng Chen, University of California, Irvine**: *US News and World Report*, August 19, 2002: "The gene that wouldn't sit still: Classroom fidgets and epic migrations may share a common genetic root."
- **Rachel Chazan Cohen, John Love, Tammy Mann, Helen Raikes**: Congressional Briefing, June 29, 2002: "Improving Outcomes for Young Children: The Early Head Start Impact Study."
- **Lynn Davey, Maine Children's Alliance**: *Bangor Daily News*, June 12, 2002: "Making welfare-to-work really work."
- **Tasha Howe, Transylvania University**: *Lexington Family Magazine*, August 2002: "The Parent-Teacher Communication Gap"
- **Tasha Howe, Transylvania University**: Citizen Speak, Winter 2002: "Policy Issues and Child Protective Services."
- **Michael Lewis, UMDNJ–Robert Wood Johnson Medical School**: *ABC Special*, July 31, 2002: "The Brain Game. What's sex got to do with it?"
- **John Love, Mathematica Policy Research, Inc.**: *NPR's Morning Edition*, June 3, 2002: Findings from the Early Head Start program evaluation.
- **Darcia Narvaez, University of Notre Dame**: *Education Matters*, July/August, 2002: "The Expertise of Moral Character".
- **Seth Pollack, University of Wisconsin at Madison**: *The New York Times*, June 18, 2002: "Physically abused children recognize the faces of anger."
- **Seth Pollack, University of Wisconsin at Madison**: *National Public Radio*, June 18, 2002: "Seeing Anger."

Child Development Editor Reports

New People, New Ideas

Lynn S. Liben
Editor, Child Development

An invitation to write an article on *Child Development* has come at an opportune time because we are at an exciting developmental period in the life of the journal. First, we have recently witnessed major staffing changes in the Editorial Office. At the beginning of July, Angela Dahm Mackay became the new Managing Editor of *Child Development*. Anyone who had the chance to interact with Angela in her previous work on SRCD membership will know why those of us associated with *Child Development* are thrilled. She brings a treasure trove of ideas, skills, and energy to the task. She joins a wonderfully efficient and friendly new Assistant Managing Editor—Detra Davis—in running the *CD* office.

Second, we are on the cusp of a number of editorial and administrative initiatives aimed at streamlining the editorial process, expanding participation of SRCD members in the reviewer pool, extending the impact of our research, and encouraging collective conversations about our scholarship. I comment briefly on each, and urge you to visit the relevant websites for additional and updated information.

Editorial Processing. Effective immediately, we are requesting **electronic submission of all manuscripts**, sent as e-mail attachments in Word or WordPerfect. Before submitting a manuscript, please consult the *Notice to Contributors* page at http://www.srcd/org/cdntc.html. Manuscripts are being distributed to reviewers electronically. We will continue to provide hard copies to reviewers who prefer them, and we will continue to handle idiosyncratic needs and requests to the best of our ability. (As SRCD hardware is updated and systems are integrated, we anticipate moving to a web-based system for submissions and reviews.) We will amend the *Notice to Contributors* periodically as we develop further means of streamlining the editorial process.

Reviewer Pool and Reviewer Selection. We have developed a ***Reviewer Registration Site*** at http://www.srcd.org/reviewers/. We invite all SRCD scholars

Lynn Liben

holding a Ph.D. or equivalent degree (e.g., Ed.D., M.D., J.D.) who are willing to participate in the review process to visit this website and provide the requested information. Our hope is that we will be able to expand the pool of reviewers to incorporate more colleagues who have expertise in disciplines, methodologies, or populations that tend to be under-represented in the pages of *Child Development*; to identify newcomers to the academy; and to help spread the work load. Please note that we will also be requesting this information from colleagues who already review for *CD* because the data will enhance our ability to identify appropriate reviewers for each manuscript.

Preparation and Dissemination of Public Summaries. We have instituted a new requirement that as part of final submission requirements, authors must provide a **300-500 word public summary** of their article. A description of the purpose of this initiative may be found at http://www.srcd.org/cdpublicsummaries.pdf. It is important to mention that the process of obtaining these summaries is being undertaken by the editors and staff of *Child Development*, but that the process of using them (e.g., creating and posting them on a website, distributing them to media, using them to inform funding agencies or legislative bodies) falls under the umbrella of the SRCD Office for Policy and Communications (see http://www.srcd.org/policy.html). Thus, suggestions about the availability and use of these summaries should be directed to SRCD@apa.org rather than to the *CD* office.

From Another Perspective. As described in the *Notice to Contributors* and mentioned in an earlier article in *Developments*, we are instituting a new format in which papers on a focal topic, written by different authors, are published simultaneously. In some cases, a paper that has been accepted for publication in *CD* will serve as the jumping off point for a small group of commentaries. We anticipate using an "e-mail blast" that will go to all SRCD members to publicize the acceptance of such papers, and to invite interested readers to submit a brief (one or two paragraph) description of the thrust of a proposed commentary. We will invite a small number of those who have provided these proposals to develop commentaries, subject to full (although streamlined) editorial review. We urge you to watch for these invitations and to consider participating in what promises to be an exciting forum for our collective conversation.

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Biennial Meeting Activities

Celebrating the 70th Anniversary of SRCD

The Biennial Meeting of SRCD in Tampa (April 2003) marks the 70th Anniversary of the founding of the Society. Those of you who attended the 50th Anniversary Meeting in Detroit in 1983 will recall the many special sessions, activities, and events. Perhaps the highlight was the police-escorted ride from the Convention Center to the Detroit Institute of Art for our reception, led by a bevy of antique cars (obtained for us by Alice Smuts) in which our most senior members rode! We can't promise a match for this event, but a number of special sessions, displays, and celebrations are in the works. The History of Child Development Committee is planning several events, including a symposium that will include former presidents of the Society.

History Committee—Symposium—"Science and Policy in the Study of Child Development: Reflections on the History of SRCD"

History Committee, Policy and Communications Committee, Committee on Ethnic and Racial Issues, and Black Caucus—Symposium—"Development of Children of Color: Reflections on Past Research and Directions for Future Research"

History Committee—Invited Address—Jay Mechling, University of California-Davis, "Does Character Count? Theories of Male Adolescence From the Field"

There will also be poster displays that provide historical information in each of the Society's major areas, including publications, biennial meetings, membership, and the public policy arena. Photographs, graphic displays, and copies of things such as old programs from meetings and very early volumes of publications will be included.

Long time members are especially encouraged to attend, and we would appreciate suggestions (jwhagen@umich.edu) for events or happenings that will make these meetings especially memorable for all in attendance, regardless of their age or length of membership. The field of child development really came into its own at the time of the founding of SRCD, and the Society has played a prominent role in nurturing research and scholarship concerning children and families. The major purposes, as put forth by the founders, seem to be as important today as they were then: to further research in all the relevant disciplines, and to foster the application of findings of research to better the lives of children, families, and society.

We look forward to a record turnout for the meeting in Tampa on the Bay!

The Invited Program for 2003 in Tampa—April 24-27

Brett Laursen & Erika Hoff
Program Committee Co-chairs

We are pleased the present the 2003 SRCD Biennial Meeting invited program. Presenters, titles, and brief summaries are presented below for the Invited Addresses, Master Lectures, and Invited Symposia. Please visit the website (www.srcd.org) for extended biosketches for presenters.

Invited Addresses

Renée Baillargeon (Alumni Professor of Psychology, University of Illinois). *Infants' Physical World.* How do infants use their physical knowledge to represent and reason about events? How do infants attain new knowledge about events? Research will be reviewed that bears on each question and a new account of infant physical reasoning will be outlined.

Felton Earls (Professor of Social Medicine and Child Psychiatry, Harvard University). *Nested Designs: Challenges and Insights from the Project on Human Development in Chicago Neighborhoods.* Experience is summoned to discuss challenges encountered in mounting a representative, multi-level, longitudinal study. Some examples of insights related to social mechanisms and developmental processes will be presented.

Lila Gleitman (Professor of Psychology and Linguistics, Co-Director of the Institute for Research in Cognitive Science, University of Pennsylvania). *Language Is No Mirror of Our Thought.* Research suggests that the catch-as-catch can linguistic machinery for making references diminishes the plausibility of recent theorizing that assigns a powerful causal role to language acquisition in the child's concep-tual development.

Jacques Mehler (Director, Cognitive Neuroscience Laboratory, Scuola Internazionale Superiore di Studi Avanzati, Trieste, Italy). *Why Should One Study Neonates? Species Specific Processes and the Modular Organization of Learning.* Research will be described that was carried out with neonates to understand how humans

(cont. on p. 6)

THE INVITED PROGRAM FOR 2003 IN TAMPA (CONT.)

(cont. from p. 5)

Brett Laursen

Erika Hoff

tune into spoken language when they are first exposed to it.

Lea Pulkkinen (Professor of Psychology, Director of the Human Development and Its Risk Factors Center, University of Jyväskylä, Finland). *Trust and Socioemotional Development.* Research will be reviewed that describes how trustworthiness is signaled by socioemotional behavior, in a process that contributes to an individual's social capital and explains connections between social behavior in childhood and social functioning in adulthood.

Elizabeth Spelke (Professor of Psychology, Co-Director of the Laboratory of Developmental Studies, Harvard University). *What Makes Humans Smart?* Many of the perceptual and cognitive mechanisms that guide human behavior are similar to those found in nonhuman animals, but human thinking appears to be qualitatively different. Sources of this difference will be discussed, focusing on the emergence of new concepts and knowledge systems in the domains of space and number.

Marcelo Suárez-Orozco and Carola Suárez-Orozco (Victor S. Thomas Professor of Education and co-director of the Harvard University Immigration Project). *Globalization and Child Development: The Research Agenda.* Globalization presents new challenges to the study of child development: unprecedented world-wide migratory flows, new information technologies, and post-nationalization of production and distribution.

Master Lectures

Daniel P. Keating (Atkinson Professor of Human Development and Applied Psychology, Ontario Institute for Studies in Education, University of Toronto). *Cognitive Integration in Adolescence: The Next Sensitive Period.* Advances in cognitive neuroscience and an appreciation of the role of context in shaping developmental processes may lead to a renewed appreciation of adolescence as an important sensitive period in development.

Ann Masten (Distinguished University Teaching Professor and Director of the Institute of Child Development, University of Minnesota). *Competence and Psychopathology in Development.* Progress toward the challenge of integrating theory and research on adaptive and maladaptive pathways in development can be seen in the changing nature of research on risk and resilience, competence and psychopathology, prevention and intervention.

Charles A. Nelson (Distinguished McKnight University Professor of Child Psychology, Pediatrics, and Neuroscience and Co-Director of the Center for Neurobehavioral Development, University of Minnesota). *Gray Matters: A Neuroconstructivist Perspective on Cognitive Development.* The neural basis of selected domains of cognitive development will be reviewed and tools for studying the relation between brain development and cognitive development will be described.

Mark S. Seidenberg (Professor of Psychology and Neuroscience, University of Wisconsin – Madison). *Critical Periods in Language and Other Domains: A Computational Perspective.* The closing of the critical period associated with the success in learning a language creates a loss of plasticity that interferes with later learning but that also paradoxically underlies the important capacity to use a first language flexibly and creatively.

Laurence Steinberg (Distinguished University Professor and Laura H. Carnell Professor of Psychology, Temple University). *Not Guilty by Reason of Adolescence: A Developmental Perspective on Youth and the Law.* This lecture will examine a number of current controversies facing policy-makers and practitioners, illustrating the ways in which research might be used to inform debates concerning juvenile crime and juvenile justice.

Paul van Geert (Professor of Developmental Psychology, University of Groningen, The Netherlands). *Wobbles, Humps, and Sudden Jumps: Views and Methods in the Study of*

(cont. on p. 12)

Statement of Academic Freedom and the Separation of Science and Politics

Recently there have been actions taken against members of editorial boards of some scholarly journals in response to their nationality. Therefore, the undersigned members of SRCD offer the following statement of principle:

Both nationally and internationally, issues of discrimination on the basis of ethnicity, race, nationality, or religious or political beliefs are of increasing concern. As a Society, SRCD is committed to the free flow of scientific information and discourse. Therefore, we want to underscore and explicitly restate, that we do not discriminate in our membership, publications, biennial meeting programs, or hiring on any political, racial, national, ethnic or religious bases. Moreover, we hope that the Society's mission to understand the development of children will shed new light on the causes of discrimination and prejudice and help those working towards solutions.

SRCD Executive Committee:
Ross D. Parke, President
Esther Thelen, President-Elect
Michael Rutter, Past President
W. Andrew Collins, Secretary
John W. Hagen, Ex Officio
Lynn S. Liben, Editor, *Child Development*
Willis R. Overton, Editor, *Monographs of the SRCD*
Lonnie Sherrod, Editor, *Social Policy Report*
Pamela Trotman Reid, Editor, *Developments*
Susan B. Campbell, Chair, Publications Committee

Child Development (cont. from p. 4)

I close this article by acknowledging the fantastic colleagues who have joined with me as editors of *Child Development* — Joseph Allen, Douglas Frye, Kathryn Hirsh-Pasek, Judith Langlois, Elizabeth Menaghan, Sharon Nelson-Le Gall, Paul Quinn, Stephen Quintana, Bennett Shaywitz, Sally Shaywitz, Judith Smetana, and Allan Wigfield. Together we thank the many scholars who have been providing their thoughtful reviews, and the active authors who have kept us busy and have begun to fill the pages of 2003 with their important and fascinating work. We look forward to the years ahead, and as always, invite your comments and suggestions.

Fellowship Opportunity

Family Research Laboratory
University of New Hampshire, Durham

The University of New Hampshire Family Research Laboratory (FRL) has fellowships for research on family violence available beginning immediately. These positions are open to new and experienced researchers with a Ph.D. in the fields of psychology, sociology, social work, law, nursing, public health and medicine. The fellowships sponsor work in the area of child abuse, marital violence, elder abuse, sexual abuse, child victimization, rape, homicide and other family-violence related topics with special attention to mental health impact. Scholars use the one-year fellowships (with possible one-year extension) to collaborate with FRL faculty on a current project, to work on one of the many data sets archived at the FRL or, in the case of senior candidates, to work on their own projects. Annual stipends run from $31,092 to $48,852 depending upon the number of years since receipt of doctorate. For more information visit website: www.unh.edu/frl. UNH is an AA/EEO employer.

MEMOIRS

Richard Q. Bell
1919-2001

Richard Q. Bell, an important contributor to research in child development, passed away on December 19, 2001 in Charlottesville, Virginia. Dick, as he was known to family, friends, and colleagues alike, leaves a legacy of academic accomplishment and enduring personal friendships.

Dick, the youngest of four children, was born in Logan, Utah on February 10, 1919. His father was a logger; his mother taught in the Drama Department at Utah State for many years. After beginning his undergraduate studies at Utah State, he transferred to the University of Missouri where he received A.B. and M.A. degrees in psychology in 1940 and 1941, respectively. Although Dick had initially planned to become a journalist, when he was offered a scholarship he elected to pursue his interests in psychology. During World War II, Dick served as a major in the U.S. Army. Dick then earned his Ph.D. in Psychology from Stanford University, completing his doctoral training in both clinical and developmental psychology in 1951.

Dick spent most of his professional career (1951–1974) at the National Institute of Mental Health. There he served as Chief of the Section on Infant Development and subsequently as Chief of the Child Research Branch. In 1975, Dick left NIMH to join the University of Virginia faculty as Professor of Psychology, Psychiatry, and Behavioral Medicine. Although he retired in 1989, Dick remained active in the psychology department as an emeritus professor supervising students and participating in seminars until shortly before his death.

Among Professor Bell's many scholarly accomplishments were the publication of over 70 academic journal articles and book chapters. He also co-authored the book *Child Effects on Adults*. His *SRCD Monograph* on the relationship of newborns' behavior to preschool behavior received a Commendation Medal. In the April 2002 issue of the SRCD *Newsletter*, Professor Bell's 1968 *Psychological Review* paper entitled " A reinterpretation of the direction of the effect in studies of socialization" was recognized by Wallace Dixon as one of the 20 studies that revolutionized child psychology.

This citation classic began as a presentation at a conference on socialization in 1964 that was attended by a number of investigators who had devoted most of their careers trying to accumulate evidence of parental effects on children. In Dick's view, these efforts had been relatively unproductive, resulting in few consistent and substantial correlations indicative of parental effects after decades of research. Years after the conference, Dick admitted that when he began crafting his paper presentation he had been "in a teasing and provocative mood" and that he expected his paper to set off a "wave of criticism and rebuttal." To his surprise, the reactions were quite favorable, with attendees commenting that a change in viewpoint to include the child as a potent factor was long overdue.

In recent years, there has been growing recognition of Dick's pioneering contribution to research methodology. In a pair of papers published in *Child Development* early in his career, Dick made the case for the use of an accelerated longitudinal approach in developmental research. The key methodological idea he advanced was that the amount of time required to conduct longitudinal research might be greatly reduced by effectively piecing together data from individuals of different ages who had been followed for smaller longitudinal segments. To make the case for the efficacy of this approach, Dick showed that by using the accelerated longitudinal approach researchers could have attained very similar results in a small fraction of the 9-year period that it took investigators to collect data in the Harvard Growth Study.

For most of his life, Dick was an avid sportsman. Among his favorite activities were tennis, skiing, hiking, surfing, and bridge. As many friends and colleagues who joined Dick on the court will attest, he was an unusually savvy tennis player—he seemed to know instinctively how and where to hit a ball so as to confound his opponent. Skiing was a source of great exhilaration for Dick; he continued to thunder down mountainsides until well into his 70s. In more recent years, Dick's involvement in a local reading group brought him considerable satisfaction.

Above all, Dick was devoted to his three children and his wife, Sherry. He remained closely involved with his children all his life, striving in diverse ways to enhance their lives. During his last years, despite battling Parkinson's disease, Dick steadfastly maintained his positive outlook. He will be fondly remembered and held in high esteem by his many friends and colleagues for both his fundamental research contributions and his indomitable spirit.

John D. Bonvillian
University of Virginia

MEMOIRS

Peter Jusczyk
1948-2001

In August of last year, the language development community lost one of its most influential, prolific and gregarious members when Peter Jusczyk died unexpectedly while attending a conference in California.

Although he was a man with broad interests and a world traveler, Peter stayed close to his roots, both personally and professionally. One aspect of his rootedness was an attachment to his birthplace of Providence, Rhode Island, where he graduated in 1970 with a bachelor's degree in psychology from Brown University, his father's alma mater. Peter's career as a scientist was launched from Providence, when groundbreaking research he conducted on infant categorical speech perception with his Brown mentor Peter Eimas and colleagues Einar Siqueland and James Vigorito was published in Science in 1971. He married his lifelong partner and Rhode Island native, Ann Marie, during graduate school in psychology at the University of Pennsylvania. Peter was very proud and gratified that his two children, Karla and Tad, both attended Brown.

As a scientist, Peter was rooted by his interest in acoustic patterns. He had an ear for language and was a consummate vocal caricaturist. During the late 1970's and early 1980's, he contributed substantially to the growing literature on infants' early ability to discriminate speech sounds. He also had a passion for poetry and music, particularly jazz, and was a pioneer in employing auditory discrimination techniques to explore infants' sensitivity to the pitch and rhythm of language, as well as musical patterns. In the late 1980's and 1990's, Peter went on to study how infants could use the prosodic components of language to acquire syntax, and to explore first word learning. Nevertheless, he continued to emphasize acoustic patterns. The field's current focus on early sensitivity to language form owes much to Peter's natural interest in the richness of the linguistic signal to which infants are exposed.

Perhaps because of his own strong sense of self and place, Peter was extremely gregarious in his life and work. Over his career, he collaborated with faculty at his own institutions of Dalhousie University, the University of Oregon, C.N.R.S. Paris, the State University of New York at Buffalo, and Johns Hopkins University, as well as with colleagues throughout North America, Europe and Japan. He and his family lived in Poland and in France for extended periods and formed continuing professional and personal relations in both places. He engaged in cross-linguistic research and was involved in testing infants' sensitivity to aspects of at least half a dozen languages. The Jusczyk lab, which Ann Marie managed for much of Peter's career, was always a beehive of undergraduate and graduate students, post docs of widely differing backgrounds, visitors from around the world, and local colleagues who enjoyed eating lunch amidst the action. The Jusczyks were congenial hosts, both in the lab and in their home, where there was frequently a collaborator of Peter's visiting. Many visitors came to learn how to set up infant testing procedures, and Peter was always willing to share. Through such visits, the mail, telephone and email, he kept in frequent touch with an almost unimaginable number of colleagues. After expressing disbelief and sadness, one of most frequent comments made by people learning of his death was, "He just sent me an email."

With the death of Peter Jusczyk, the field of language development not only lost a creative scientist who was just approaching the peak of his career, but a hub who connected people who would not otherwise have been connected. His role in our lives was great and so is our continuing feeling of loss.

LouAnn Gerken, Ph.D.
University of Arizona

Developments' Submission Guidelines

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" 10-pt font in Word or WordPerfect. Articles should be about 750 words in length. A photo of the author or topic or both to accompany the article would be greatly appreciated.

Photographs: 300 DPI, grayscale, "tif" files only. Note that JPEG files are not print quality photos. If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you.

Ads: Contact Thelma Tucker (tetucker@umich.edu; 734-998-6578) for information and an order form.

NOTES FROM THE EXEUTIVE OFFICER (CONT.)

(cont. from p. 1)

John Hagen

Capital: Investing in Parents to Facilitate Positive Outcomes in Young Children." He has an impressive command of relevant literature from many disciplines and made a strong argument for the United States to target resources to our young children and their families as the most economically efficient approach to facilitating human capital. Ms. Crittenden, whose recent book is on the importance of mothers in modern society, supported strongly the arguments made in Heckman's speech.

Several other key sessions were designed to flesh out the points of the opening plenary. I chaired a session on "Literacy, Language, and Cognition," in which Twila Tardif, Fred Morrison, and Todd Risley were the speakers. Their work and reflections provided complementary evidence that early exposure to rich language and interactions that children have with parents and teachers early on, all contribute to setting the stage for success in school. Another session, on "Promoting Young Children's Eagerness to Learn," featured Barbara T. Bowman, Ross A. Thompson, and Susan H. Landry. Here the social-emotional environment was emphasized as being key to successful learning. The session on "Self Regulation: The Interplay of Cognitive, Biologic and Emotional Domains," in which the presenters were Megan R. Gunnar, Claire B. Kopp, and Sybil Carrere, served to bring together the previous themes with an emphasis on including our rich knowledge bases of the physiologic and neurologic factors in early development.

A special highlight was the talk by Mona Locke, first lady of the state of Washington and former television news anchor, who is an extremely strong, effective, and articulate speaker, on the rights and issues of children. We have our member Kathy Barnard to thank for making the arrangements for this presentation.

While it is not certain at this time if there will be more of these conferences focusing on the role of research and Head Start issues, all of us who have been involved are convinced that these 6 conferences spanning 12 years have made a major impact in bringing the research and Head Start communities together in many different ways. A special thanks is owed to Faith Lamb Parker of Columbia University, and to Esther Kresh of the Head Start Bureau, who with me comprised the executive committee. It has been a tremendous amount of effort and time, but we have worked exceptionally well together. I think that SRCD, the Head Start community, the children served and those who will be served, are all beneficiaries.

John W. Hagen
Executive Officer

Student Speak (cont. from p. 2)

and mentors. The Millennium Fellows Program is an important effort providing access and on-going support to the educational pipeline that will produce the next generation of practitioners, policymakers, and researchers in the field of child development. The participation of the first mentor who was previously a fellow will be a particularly meaningful indication of the MFP's success. We ask all members of the Society to assist in this effort by publicizing this opportunity to potential undergraduate students, by encouraging their own students to apply to be Fellows in this unique and exciting program, by participating as Junior or Senior Mentors themselves, and by welcoming the Fellows to our next meeting in Tampa, Florida in 2003.

For more information on the Millennium Fellows Program (MFP) and an application, please view the MFP informational brochure on the SRCD web site at http://www.srcd.org/biennial.html. Deadline for applications is January 15, 2003.

Attention Student Members!

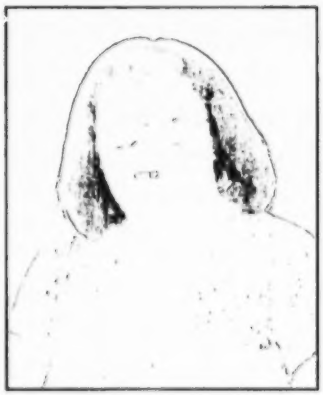
Student members of SRCD comprise an important group, representing the future of the study of child development. For this reason there is a need and desire to reflect the interests and concerns of the students to a greater extent in *Developments*. Therefore, we provide a regular "Student Speaks" column. Although the Editor will solicit some columns, student members may also submit brief columns for consideration. This is not intended as a venue for research, but to provide an outlet for members' issues and ideas. Submissions should be of general interest, limited to 500 words or less, and submitted via email or attachment to pamreid@umich.edu. Please be aware that space is limited and that all submissions cannot be printed.

FOCUS ON... (CONT.)

(cont. from p. 1)

greater period of susceptibility, their immature mechanisms for detoxification, and because their varied behavior across developmental, geographic, and cultural contexts hold the potential for higher internal doses given the same environment. Additionally, other reasons for the study include the fact that child health has been understudied, the effects of early-life exposures on subsequent health is gaining recognition, and advances in genetics make it possible to examine and maximize areas of study not actualized before. This proposed study will be longitudinal, covering the period from preconception through the child's 21st birthday. A large sample of 100,000 children and families is proposed, with a multisite sample of women enrolled in early pregnancy. All major racial groups (Asian American, African American, Native American, Caucasian American and Hispanic American) will be proportionally represented in the study sample.

The study is coordinated by an Interagency Coordinating Committee (ICC) comprised of representatives from the sponsoring agencies, a Federal Advisory Committee (FAC, that includes the author, an SRCD member), and about 22 working groups. The ICC's role is to coordinate the conduct of the study and seek the funding for it. The FAC has the responsibility of advising the NICHD and the ICC on the development and design of the NCS, as well as recommending what hypotheses should be included in the study. The 20 working groups form the heart of the study team for the hypothesis generation of the study and consists of approximately 275 researchers and experts from major universities, agencies, and other national organizations with expertise in the areas detailed in the Table 1.



Willa Doswell

Additionally, there are six cross-cutting and integrative working groups in the areas of study design, ethics, recruitment and retention, information technology, repository, and community outreach and communication. These specific working groups will be responsible for making recommendations for the study's design, sampling strategies, and implementation. The study's projected timeline for 2002-2005 includes 1) developing infrastructure and funding mechanisms; 2) developing and finalizing specific hypotheses and developing study design; 3) development and conduct of pilot studies; 4) selecting initial study sites; and 5) initializing the full study. The study is projected for completion in 2025. Anyone wishing to learn more about the NCS should check the following website: http://www.nichd.nih.gov/despr/cohort or contact the NCS coordinators by email at ncs@mail.nih.gov.

Editor's note: Among the more than 275 researchers involved in this program are a number of SRCD members. Members have been particularly involved in the Development and Behavior Working Group and in the Social Environment Working Group. The various working groups initially reported in October 2001. However, the next phase of the project was implemented this past June with a second meeting of the Advisory Committee, and they met again on September 12 and 13, 2002, focusing on proposed hypotheses for inclusion in the NCS, study design issues affecting the proposed hypotheses, and the structure and function of ongoing working groups.

Table 1
NCS Working Groups on Specific Child Health Areas

Asthma	Early Origins of Adult Health	Health Services	Physical Exposures
Birth Defects	Fertility & Early Pregnancy	Immunity, Infections & Vaccines	Social Environment
Exposure to Chemical Agents	Gene-Environment Interactions	Injuries	Medicine & Pharmaceuticals
Development & Behavior	Health Disparities & Environmental Justice	Nutrition, Growth & Pubertal Development	Pregnancy & the Infant

The Invited Program for 2003 in Tampa (cont.)

(cont. from p. 6)

Developmental Transitions. Developmental transitions, relatively sudden changes in patterns of action, skill, and knowledge, will be reviewed, and current methods for studying transitions will be described.

Invited Symposia

Ed Cairns (Professor of Psychology, University of Ulster, Northern Ireland, England) and Gary Ladd (Professor of Psychology and Family and Human Development, Arizona State University). *Children and Political Violence.* This will be the Lawrence Frank Symposium for 2003. Presentations to be announced.

Cynthia García Coll (Robinson and Palmer Professor of Education, Psychology, and Pediatrics, Chair of Education Department, and Mittelman Family Director of the Center for the Study of Human Development, Brown University). *Developmental Research with Latinos in the United States: Conceptual and Methodological Issues.* Presentations will be made by Raymond Buriel; Robin Harwood; Pablo Chavira; and Leslie Reese; with discussions by Marlene Zepeda and Cynthia García Coll.

Sandra Graham (Professor of Education, University of California, Los Angeles). *Peer Aggression and Victimization in Schools: Re-thinking Context, Culture, and Ethnicity.* Presentations will be made by Kenneth Dodge; Nancy Guerra and Olivia Pillado; Jaana Juvonen, Adrienne Nishina, and Sandra Graham; and Rolf Loeber, with a discussion by Cynthia Hudley.

Rebecca E. Eilers (Dean, College of Liberal Arts and Sciences, University of Maine) and D. Kimbrough Oller (Professor and Plough Chair of Excellence in Audiology and Speech-Language Pathology, University of Memphis). *Language and Literacy in Bilingual Children: The Miami Experience.* Presentations will be made by Rebecca Eilers, Alan Cobo-Lewis, Virginia C. Mueller Gathercole, and Barbara Zurer Pearson, with a discussion by Erika Hoff.

William G. Graziano (Head, Child Development and Family Studies, Purdue University): *New Directions in Personality Development Theory and Research.* Presentations will be made by the Chair and by Chuck Halverson; Rebecca Shiner; Cornelis van Lieshout; and Louis Goldberg.

Betsy Lozoff (Professor of Pediatrics and Director of the Center for Human Growth and Development, University of Michigan) and Theodore D. Wachs (Professor of Psychological Sciences, Purdue University): *Nurturing and Nourishing the Developing Brain.* Presentations will be made by the Chairs and by Michael Georgieff; Marian Sigman and Maureen Black; and Margaret Bentley.

Robert Plomin (Deputy Director of the Social, Genetic and Developmental Psychiatry Research Center, Institute of Psychiatry, London, England). *Developmental Psychopathology in the Postgenomics Era.* Presentations will be made by the Chair and by Ian W. Craig; Philip Asherson; John C. DeFries; Thalia C. Eley; and Anthony Bailey.

Robert E. Slavin (Co-Director of the Center for Research on the Education of Students Placed at Rick, Johns Hopkins University and Chairman of the Success for All Foundation) and Steven Yussen (Dean, College of Education and Human Development, University of Minnesota). *Evidenced-Based Reading Reform: Opportunities and Dangers.* Presentations will be made by the Chairs and by Michael Pressley; Jon Baron; and Steve Fleischman.

Committee Participation

Policy and Communications Committee – Symposium: "Developmental Perspectives on Educational Success"

Committee on Ethnic and Racial Issues – Symposium: "Issues of Measurement in Research with Diverse Ethnic and Racial Groups in the United States"

Publications Committee – Symposium: "What Do Editors Want? (and Hints on How To Give It to Them)"

The Submitted Program

Proposals were received for 383 symposia, 3070 posters, and 27 discussion hours. For the first time, on-line submitting was possible, and 94.2% percent of all submitters used the online process. The process of reviewing submissions online and creating the submitted program will be completed in the next few months.

Your SRCD Contributions at Work

SRCD is a nonprofit association and throughout the years, many members have donated extra amounts when renewing their annual memberships. These contributions have been put to good use, and below is a brief accounting of how your dollars have supported Society work.

- Media and dissemination projects.
- The Millennium Fellows Program.
- Maintaining the Oral History Project to preserve the Society's history and long-time member accomplishments.
- Supporting international participation at our biennial meetings.
- Assisting with travel expenses for student biennial meeting attendees.
- Supporting membership for special needs applicants.

Please don't hesitate to contact Jennifer Retter (jretter@umich.edu; 734-998-6524) if you have questions about contributions.

JOB OPPORTUNITY

POSITION OPENING

Applied Human Development
Department of Education
University of California, Los Angeles

The Department of Education at the University of California, Los Angeles announces an open rank, tenure-track faculty position in Applied Human Development.

The successful candidate must have a program of developmental research that is relevant to educational and other applied settings, and that demonstrates the candidate's sensitivity to human development in a multiethnic context and her or his ability to take a multidisciplinary perspective. Although the specific area of research is open, we are particularly interested in applicants with expertise in one or more of the following areas: (1) social and emotional development, both typical and atypical; (2) achievement motivation and its relation to learning and instruction; and (3) the intersection between development, learning, and culture. The Department is particularly interested in and values candidates who have experience working in settings and with students from diverse backgrounds. We are also interested in candidates who are engaged in research that advances our understanding of how race, ethnicity, gender and disability impact on human development.

The candidate will be affiliated with the Division of Psychological Studies in Education (PSE) in the Department of Education. PSE is one of the top ranked programs in the country that offers training in the application of child development theory and research to real-life problems and that integrates academic training with experience in settings that are relevant to children and families. The PSE program has been continually supported during the past two decades by an NIMH training grant in applied human development.

QUALIFICATIONS: An earned doctorate in Developmental Psychology, Human Development, or a related field; record of research and scholarly publications; ability to teach and advise students at the graduate level. The successful candidate must have the promise of a strong research record, a willingness to generate extramural funding, and the ability to mentor predoctoral and postdoctoral fellows supported by the NIMH training grant.

TO APPLY: Send application letter describing your research and teaching interests, along with curriculum vitae and sample publications. Applicants at the Associate or Full Professor levels should include the names and addresses of three references. Applicants at the Assistant Professor level should have at least three letters of reference sent directly to:

Daniel G. Solorzano, Chair
Department of Education
University of California, Los Angeles
Los Angeles, CA 90095-1521

SALARY: Commensurate with qualifications and experience.

STARTING DATE: July 1, 2003 (teaching duties begin September 2003).

DEADLINE: Screening of completed applications will begin on December 15, 2002 and continue until the position is filled.

FOR MORE INFO: Contact Prof. Sandra Graham, Chair of the Search Committee, at shgraham@ucla.edu.

UCLA is an Equal Opportunity/Affirmative Action Employer.
We encourage applications from members of underrepresented groups.

Member News

Call for Submissions

Monographs of the SRCD is seeking submissions for the 2003 volume. We invite submissions from people with potential manuscripts that present both a strong conceptual and empirical advance to our knowledge of development. If you have such a potential manuscript please contact the Editor, Willis Overton, with an electronic proposal (overton@temple.edu). The proposal will be reviewed and feedback given concerning both the appropriateness of the project to *Monographs*, and ways that the project might best be shaped.

The general criteria for acceptance as a *Monograph* are contained in the statement of Editorial Policy found in the back of any recent issue. The essence of this statement reads:

> The *Monographs* series is devoted to publishing developmental research that generates authoritative new findings and uses these to foster fresh, better integrated, or more coherent perspectives on major developmental issues, problems, and controversies. The significance of the work in extending developmental theory and contributing definitive empirical information in support of a major conceptual advance is the most critical editorial consideration. Along with advancing knowledge on specialized topics, the series aims to enhance cross-fertilization among developmental disciplines and developmental subfields. Therefore, clarity of the links between the specific issues under study and questions relating to general developmental processes is important.

Manuscripts should be at least 80 pages (including references and tables) in length. The upper limit of 175-200 pages may, under special circumstances, be more flexible. We encourage submissions from countries outside of North America as well as within North America.

Willis F. Overton
Editor

New Early Research Award

The Governing Council of SRCD is announcing a new award category, beginning with the biennial meeting in Tampa, April 2003. This award will complement those already in place, which are all at more senior levels.

The Award for Early Research Contributions will be made to a person or persons who have distinguished themselves as researchers and scholars, as evidenced through research, publications, and scholarly activities. They should ordinarily be no more than six years beyond the Ph.D. or equivalent degree. Nominations should be made to Prof. Sir Michael Rutter, Past President, SRCD (Fax: 734-998-6569; Email: srcd@umich.edu; Mail: 3131 S. State Street, Suite 302, Ann Arbor, MI 48108-1623). Please include the following information for your nominee: Name, current employment, recent curriculum vitae with complete bibliography and four key papers marked with an "*", and a short letter providing specific information justifying the nomination. If convenient, please include copies of the four highlighted papers. The deadline for nominations is November 15, 2002.

Help Us Help You!

We would like to expand the academic exhibit participation for the 2003 biennial meeting and ask for your help. If you have a book being published in 2002 or 2003, please contact the SRCD Executive Office (srcd@umich.edu; 734-998-6578) with the details and its publisher.

Milestones

Lizette Peterson-Homer died on July 18, 2002, of acute pancreatitis. Lizette was born Feb. 24, 1951, in Cedar City, Utah. She earned her master's degree and her doctorate in clinical psychology at the University of Utah, followed by an internship at Salt Lake City Veterans Hospital in 1978. Dr. Peterson next joined the University of Missouri-Columbia as an assistant professor. Dr. Peterson made important contributions to the areas of preparing children undergoing stressful medical procedures, preventing child maltreatment, and identifying the determinants of unintended injury in childhood. At the University of Missouri–Columbia, where she spent her entire academic career, she held the rank of Byler Distinguished Professor and Curators' Professor of Psychological Sciences. She also was an extraordinarily dedicated teacher. Her membership in SRCD began in 1973 and continued until her death.

B. B. Robbie Rossman died on May 5, 2001 from cerebral aneurysms. Robbie was born April 13, 1944 in Esteville, IA. She received her undergraduate and graduate degrees in Psychology from the University of Denver and joined the faculty there in 1970. At the time of her death, Dr. Rossman was a clinical professor on the Child Clinical Faculty in the Psychology Department at the University of Denver and adjunct clinical instructor at the University of Colorado Health Science Center. Her research interests were in the area of children's stress and coping, specifically in children who experienced the trauma of witnessing parental violence and/or maltreatment. She had been a member of SRCD since 1986.

Classified Ads

Call for Papers: The *Journal of Adolescence* is planning a Special Issue on the topic of "Video Games and Public Health Issues." The journal is particularly interested in manuscripts that report new empirical research studies. For more information about editors, topics, submissions, and deadline, go to the following website: http://www.psychology.iastate.edu/faculty/caa/Call_for_papers.html.

Director of Neuroscience. The Arkansas Children's Nutrition Center (ACNC), 1 of 6 national human nutrition research centers, is seeking a Neuroscientist to direct the existing ACNC brain function program and to develop an individual research program in any field of CNS function. The candidate (Ph.D. or M.D.) must have proven experience in high quality clinical research (preferably in children) in any area of CNS function (learning, behavior, cognitive psychology, neuroelectrophysiology, attention, etc.). Associate or Full Professor level candidates will be considered. This University of Arkansas faculty position has a competitive salary, new research/office space, state-of-the-art equipment, solid long-term funding and a growing research program. Contact: Dr. Thomas M. Badger, Director, ACNC, 1120 Marshall Street, Little Rock, AR, 72202 badgerthomasm@uams.edu.

Neuroscientist. The Arkansas Children's Nutrition Center (ACNC), 1 of 6 national human nutrition research centers, is seeking a Neuroscientist to join a team studying the effects of diet and nutritional status on child brain function. The candidate (Ph.D. or M.D.) must have experience in high quality clinical research (preferably in children) in any area of CNS function (behavior, cognitive psychology, neuroelectrophysiology, attention, etc.). Assistant through Full Professor level candidates will be considered. This University of Arkansas faculty position has a competitive salary, new research/office space, state-of-the-art equipment, solid long-term funding and a growing research program. Contact: Dr. Thomas M. Badger, Director, ACNC, 1120 Marshall Street, Little Rock, AR, 72202 badgerthomasm@uams.edu.

The University of Wyoming Psychology Department invites applications for a full-time tenure-track Assistant Professor position in **Developmental Psychology** to begin in August 2003. The UW Psychology Department offers doctoral degrees in Developmental, Experimental, and Clinical Psychology. We seek a productive researcher committed to graduate and undergraduate education. Minimum requirements include a Ph.D. (required for faculty rank) and research in developmental psychology; ABD candidates will be considered. Research area within developmental psychology is open, but scientists whose interests complement current developmental strengths (cognitive, social, applied) or expand on them (e.g., aging, applications in rural settings) are preferred. Preference will also be given to scholars who will conduct interdisciplinary research or contribute to other existing strengths in the department (e.g., social cognition, group dynamics, psychology and law, personality, primary care, disability, depression, trauma, prevention). Position responsibilities include: graduate and undergraduate teaching (UW has both on-campus and off-campus undergraduate programs), academic advising, research supervision of graduate students, and the development of a productive research program. For detailed information about the program and department, see www.uwyo.edu/psyc. Laramie provides a small-town atmosphere and abundant outdoor recreation opportunities within easy driving distance of Denver, Boulder, and Ft. Collins, CO. **Review of applications will begin December 1, 2002.** Candidates should submit a letter of application describing research and teaching interests, curriculum vitae, selected reprints, phone numbers and e-mail addresses of all references, and have three letters of reference sent to: Chair, Developmental Search Committee, Department of Psychology, Box 3415 University Station, Laramie, WY 82071, e-mail: bartsch@uwyo.edu. UW is an Equal Opportunity/Affirmative Action Employer.

Announcements

SAGE Publications is delighted to announce that beginning in February 2003, it will be publishing *Young: The Nordic Journal of Youth Research*, one of the major academic journals in the Youth Studies arena. For more information, please visit the journal website at www.sagepub.co.uk, or contact Jay Curtis, Marketing Manager at SAGE Publications, 6 Bonhill Street, London, EC2A 4PU, UK, Fax: +44 (0) 207 374 8741, Email: jay.curtis@sagepub.co.uk.

The Judge Baker Children's Center and the Children's Hospital Department of Psychiatry will be co-sponsoring the 2002-2003 Academic Teaching Conference Series, running on a biweekly basis from September 25, 2002 through May 14, 2003. For more information, please contact Catherine Fontaine (cfontaine@jbcc.harvard.edu; 617-232-8390 ext. 2104) or visit the website (www.jbcc.harvard.edu/lectures.htm).

ANNOUNCEMENTS

SRCD website:
www.srcd.org

18th Annual Learning Differences Conference, "Learning How to Learn: Linking Neuropsychological Insights to Education," November 1-2, 2002, at the Harvard Graduate School of Education. This year's conference will emphasize the application of theory and research to educational practice. Opportunities will be available for in-depth discussion with faculty during the optional sessions. For more information and/or to register, visit www.gse.harvard.edu/ppe.

Call for Papers of the Society for Research in Adult Development. Email Admin@adultdevelopment.org or go to http://www.adultdevelopment.org/ for Call for Papers. Submissions due November 25, 2002. This year's theme is the present status of adolescent and adult stages and the possibility of different stages for different domains.

Velma E. Schmidt Fall Conference, "Looking Ahead: Developing Bright Futures for Young Children," will be held at the Gateway Center, University of North Texas, Denton, TX, December 6, 2002. For more information call (940) 565-4477.

American Psychoanalytic Association cordially invites you to attend the 2003 Meeting in New York City. The meetings will be held at the Waldorf-Astoria from January 22-26, 2003. For information about the full program and registration process, please contact Andy Perez at 212-752-0450 x19 or at aperez@apsa-co.org.

11th Annual Conference on Parent Education, a national 3-day interdisciplinary conference, February 20-22, 2003 at the University of North Texas, Denton, TX. For more information, contact Rebecca Edwards (Tel: 940-369-8740; Email: redwards@coefs.coe.unt.edu) or visit the website at www.unt.edu/cpe.

The Society for Research on Identity Formation (SRIF) will hold its Annual Conference May 15-18, 2003 in Vancouver, British Columbia, CA. For more information and a call for papers, contact Marilyn Montgomery (srif@fiu.edu) or visit the website: http://srif.sdstate.edu.

Call for Papers, Symposia, and Posters: The Jean Piaget Society invites program submissions for the 33rd Annual Meeting to take place in Chicago, IL, June 5-7, 2003. Submission deadline is December 1, 2002. Please visit the Jean Piaget Society website http://www.piaget.org for submission details and on-line submission forms, or write to: Colette Daiute, The Graduate Center, CUNY, 365 Fifth Avenue, New York, NY 10016; cdaiute@gc.cuny.edu.

The Family Research Consortium III, supported by the National Institute of Mental Health, will sponsor a 2003 Summer Institute for family researchers, "Intervention as Science," at the Hyatt Regency Tamaya Resort and Spa in Santa Ana Pueblo, New Mexico, from June 26 - 29, 2003. Application deadline is Friday, March 28, 2003. For applications and/or more information contact: Dee Frisque, Ph: (814) 863-7108; Fax: (814) 863-7109; Email: dmr10@psu.edu; Web: www.hhdev.psu.edu/chdfrdc.

The 5th Biennial Meeting of the Society for Applied Research in Memory and Cognition (SARMAC) will take place at Aberdeen University, Aberdeen, Scotland from July 2-6, 2003. Full details are provided on the conference website (http://www.emporia.edu/~sarmac/html/SARMAC.htm). Deadline for submissions: December 1, 2002.

International Academy for Research in Learning Disabilities (IARLD) conference will be held in Bangor, Gwynedd, Wales, UK, July 26-29, 2003. The conference will dovetail with the 2003 Bangor Dyslexia Research Conference, July 24-26. For further information contact Victor Van Daal (University of Wales, Bangor, The Brigantia Building, Penrallt Road, Bangor, Gwynedd LL57 2AS, UK, Phone: +44 (0)1248 383628, Fax: +44 (0)1248 382599, Email: vhp.van.daal@bangor.ac.uk).

SRCD Developments

Editor
Pamela Trotman Reid
pamreid@umich.edu

Managing Editor
Thelma Tucker
tetucker@umich.edu

Memoirs Editor
Frances Degen Horowitz
fdhorowitz@gc.cuny.edu

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The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:
December 1 for January issue
March 1 for April issue
June 1 for July issue
September 1 for October issue

For advertising rates--website display ads, classified or display ads for the newsletter--contact the SRCD Office or tetucker@umich.edu.

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